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ABSTRACT

The results of 12 Pennsylvania state-wide projects for establishing specialized competencies for teachers are presented in this document, and specific guidelines for competency levels are provided for 11 certificate areas and for educational paraprofessionals. The origins of and reasons for state involvement in Competency Based Teacher Education (CBTE) are discussed in the first chapter, followed by chapters providing competency guidelines in the following certificate areas: (1) elementary, K-6; (2) communication, 7-12; (3) sciences, 7-12; (4) social studies, 7-12; (5) foreign languages, K-12; (6) health and physical education, K-12; (7) industrial arts, K-12; (8) music, K-12; (9) special education, K-12; (10) elementary school principal; and (11) secondary school principal. The results of the "First Year Teacher Survey" for two years are also reported, and locations and topics of CBTE study in Pennsylvania since 1973 are identified. Appendices include three lists of generic competencies and a directory of PaCBE and local CBTE coordinators. (DS)

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Physical Education
Industrial Arts
Music
Special Education
Elementary Principal
Secondary Principal
Paraprofessional
Staff Development Programs
First-year Teacher Perspectives
Consultants

INVENTORIES OF SPECIALIZED COMPETENCIES

U.S. DEPARTMENT OF HEALTH,
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MORE FROM PCBTE

INVENTORIES OF SPECIALIZED COMPETENCIES

Samuel B. Craig, Jr., Editor
Bureau of Academic Programs
Office of Higher Education
Pennsylvania Department of Education
1978

Commonwealth of Pennsylvania
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Message from the Secretary of Education

Dear Educator:

This is your copy of the Department's third publication on competency-based teacher education. It contains lists of specialized teaching competencies which many teachers, professors, administrators, students, parents and school board members in our state regard as characteristic of the successful teacher.

This document is the most recent expression of the Department's interest in and exploration of competency-based teacher education. The Department has encouraged study in this field since 1967. Toward the end of Secretary J. Ralph Rackley's term, many educators recommended that the Department's guidelines for program approval, and eventually its certification regulations, enumerate the competencies teachers must have to be effective. While David H. Kurtzman was Secretary of Education, teacher educators, in response to new program-approval standards from the Department, began to describe their programs according to the competencies their graduates should have. Secretary John C. Pittenger considered the development of competency-based teacher education programs a priority, launching a program of study and development with special funds. This program, which has involved thousands of Pennsylvania's educators, is now in its sixth year. As a result, the intent of teacher education curricula is clearer and our ability to measure teacher competence is considerably improved.

I hope that *More from PaCBTE* is a stimulus for further inquiry, study and development of curricula designed to prepare effective school staff.

Sincerely,

Caryl M. Kline

Caryl M. Kline

Preface

More from PaCBTE is in your hands because more than four thousand Pennsylvania teachers and teacher educators contributed generously of their time and talent to its substance. The PaCBTE Program, its publications and statewide developments in teacher education are unique forms of collaboration among members of the education professions and persons they serve. To all who contributed to Pennsylvania's examination of competency-based teacher education—many thanks.

The State Board of Education's 1967 teacher certification conferences recommended that competence be a factor in the initial certification of teachers. The department responded by initiating a process which produced the 1970 *Policies, Procedures and Standards for Certification of Professional School Personnel* (including general and specific program standards) and the program-approval approach to teacher certification. The movement from certification through accumulated credits to certification through demonstrated competence began to attract more and more interest. Strong support from Pennsylvania's first commissioner for higher education, Frederic K. Miller, paved the way for teachers and teacher educators to assume new and significant roles in pre-service teacher education and certification.

The department, looking forward to the time when competence could be documented for certification candidates, launched the PaCBTE Program, which offers technical assistance for teacher education across the Commonwealth. With the first year's grant, teachers and teacher educators began discussing generic teaching competencies (see Appendix A).

To respond to college and university needs for assistance, the PaCBTE Program began funding small staff development projects in 1974. These projects—proposed by institutions and professional associations responding to a department request for proposals—were supported by especially trained teachers and teacher educators who served as department-sponsored consultants (see Appendix C). In four years, the PaCBTE Program has sponsored over 100 such programs for college, university and basic school personnel.

One final note: Since the department has not altered the inventories of specialized competencies found in this publication, there may be some divergence from the standards, both general and specific, used in approving programs for teacher certification. For program approval evaluations, the standards must continue to apply. Hopefully, the inventories will enrich your own examination of teacher preparation.

William D. Kautz, *Chief*
Division of Teacher Education
Pennsylvania Department of Education

Introduction

More from PaCBTE—What's in It

More from PaCBTE presents the results of 12 state-wide projects for writing specialized competencies in 11 certification areas and for educational paraprofessionals. The "First Year Teacher Survey" results for two years are also reported; and the locations and topics of CBTE study in Pennsylvania since 1973 are identified. The appendices to *More from PaCBTE* include the three lists of generic competencies and a directory of PaCBE consultants and local CBTE coordinators. The topical index for PaCBTE Projects at the end of Chapter XV may be particularly useful in identifying, obtaining and sharing information.

The lists of specialized competencies, produced over four years, reflect understandings of CBTE prevailing at the time of their writing. Their detail, depth and consistency vary from one certification area to another and reflect perspectives from diverse disciplines. Be sure to examine the supplementary material which follows the lists for elementary education, communication, science, music, special education, elementary school principal, secondary school principal and paraprofessional.

Caution. Although the specialized competencies are based on broad input and reflect on-the-job experiences and expectations, the lists *do not replace* the Department of Education's specific and general standards for approving teacher education programs.

If the specialized inventories are not used for state evaluations, what are their other applications? Use the lists to *critique* expectations for your own program. *Compare* your views of the speciality with those of other persons, practitioners and teacher educators. *Revise* your own views or revise the published list (please send comments to the Division of Teacher Education). *Validate* the competency statements locally by asking educators to comment on a competency's importance, need and use. Adopt or adapt lists for your programs—do it critically and cautiously. Study their implications for designing *in-service* education programs.

Each competency statement in this publication has its own identification number to help you reference each statement, since revisions by the department and readers are expected.

The numbering system? It is sequential within a certification area; and occasionally when a list includes categories, classifications are identified by special numbers in the tens' and hundreds' places. Here's the meaning of the letters:

CL - Foreign Language Education—Classical
CO - Communication Education
EL - Elementary Education
EP - Elementary School Principal
HP - Health and Physical Education
IA - Industrial Arts Education
ML - Foreign Language Education—Modern
MU - Music Education
SE - Special Education (Mentally and/or Physically Handicapped)
SC - Secondary Science Education
SP - Secondary School Principal
SS - Social Studies Education
PA - Educational Paraprofessional.

Next from PaCBTE?

Four more inventories of specialized competencies will be ready for distribution upon request in January, 1978:

—Mathematics (Pennsylvania Council of Teacher of Mathematics)
—Environmental Education (Slippery Rock State College)
—Communication Education, Speech and Theatre emphases (Speech Communication Association of Pennsylvania)
—Reading Education by the Elementary Teacher (Keystone State Reading Association of the International Reading Association).

Future inventories may be expected in certification areas not covered by the above fields or not included in this publication.

Acknowledgements

First acknowledgement must be given to the thousands of Pennsylvania teachers and teacher educators who helped write the specialized competencies. The hours involved, personal expenses and contributions of expertise based on theory and experience are essential to grass roots problem solving. CBTE's potential for advancing professional education rests on all who have made a commitment to its examination. Of course, PaCBE consultants and project directors have been a vanguard of this commitment.

Staff in the Division of Teacher Education have provided constant encouragement through their work in revising general and specific standards and in their evaluation of certification programs. Their critical examination of all phases of the PaCBTE Program has been essential. Though the achievements of this department program carry many signatures, special acknowledgement must be given to the Office of Basic Education's curriculum advisers for their review of manuscript sections.

A special thanks is given to Patti Vathis who, in addition to typing this manuscript, offered many helpful suggestions for its format and managed the project contracting and accounting for the PaCBTE projects.

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Chapter I

State Involvement in CBTE

Why does a state department of education get involved with competency-based teacher education? How can a state mandate *the* way teachers are prepared when there's little or no evidence that one method is better than another? It has been presumed to be the professor's right to determine what happens in his or her classroom! Questions and arguments such as these surrounded competency-based teacher education (CBTE) activities in the early and middle 1970's. Now the debate is subsiding. Is a fad passing? Has a concept gained acceptance?

As a passing fad, CBTE has had a long life in Pennsylvania. But, as an accepted concept, it has taken Pennsylvanians a decade to sort out CBTE's merits and faults. The verdict is far from being in since the CBTE experiment now extends to all 87 Pennsylvania colleges and universities and over 1,400 approved certification programs. The jury, so far, includes about 5,000 educators—half teachers and half teacher educators—and approximately 500 administrators, laypersons and students. Since 1973, this jury participated in about 125 department-sponsored CBTE workshops and competency-writing sessions. Sometimes the climate was explosive. More frequently it was electric with debate; tempered by professional judgment. The pace of study has been deliberate because the Pennsylvania State Department of Education has never sought a mandate for a single method of teacher education.

Department of Education Role

The public has a right to expect, and the profession a responsibility to guarantee, that educators' certificates represent abilities and skills needed. By law, a state department of education has special obligations to protect the public's interest in public education. To fulfill this obligation state departments must draw extensively on talents among the education professions for the best advice on how to serve the public's interest.

Adopting a simple definition of CBTE—a program which identifies the role and role competencies for a particular certificate and which provides evidence of evaluation procedures—the Pennsylvania Department of Education put questions of "how to" and "toward what" in the professions' hands and obtained the best possible help to find the answers.

The regulatory role of the department began changing in 1967. Coordinating service and technical assistance roles were added as a result of recommendations made at four State Board of Education teacher certification conferences (January, February, March and April, 1967). The participants recommended broad-based identification of teacher competencies and development of assessment procedures. The first two steps were the development and application of the 1970 General Standards for approving Pennsylvania certification programs. These standards required competency definition and program evaluation—the basis for the coordinating service role. Acquisition of ESEA Title V (now ESEA Title IV) funds in 1972 launched the department's technical assistance role in teacher education.

Once into the new service and assistance role, the Division of Teacher Education found new ways to help colleges and universities respond to the changing demands in basic school curriculums. Competencies became useful in describing the special abilities of a new teacher to a prospective employer; colleges and universities used this language to share program developments. More important for the department, competency identification became a realistic way to substantiate the certificate.

Certification and the Courts

The state requires a certificate and the profession uses the certificate to define itself. Colleges and universities justify curriculum requirements in terms of certification objectives. Beyond this triangle, there are persons who teach without the certificate and without benefit of preparation certified by the state or endorsed by the professions.

Is a certificate necessary for good professional practice? Does the certificate assure good professional practice? Does the certificate single out those with special competence for good professional practice? In another decade, such questions may have been a good starting point for philosophical debate. The debate in this decade, however, has shifted to state and federal courts.

Job requirements must be job-related, even when the jobs are in classrooms or the principal's office. Seven years after the 1964 Civil Rights Act was signed, a landmark case of job discrimination made its way to the United States Supreme Court. The *Griggs v. Duke Power Co.* 401 U.S. 424 (1971) decision insisted that job requirements be related to job needs. The arena was corporate practice; the target was unfair discrimination. Now lesser courts have extended this job-related principle to education; discriminatory effects on minority groups due to hiring and promotion practices are questioned. The apparent remedy: make the processes for selecting and hiring employes rational and related to the job.

For certification, there is a close partnership between government and academia. A certificate is required for teaching in the public schools; curriculums are required by colleges and universities for the certificate; state approval is required for the college and university curriculums; an approval process is required for the state approval—the circle is complete. The approval process and all intervening decisions must be related to the job in the public school. If such decisions are founded on job-related criteria, they will likely go far toward eliminating unfair discrimination.

A new challenge to requiring a certificate for educational employment has emerged. Until recently the *Griggs v. Duke Power Co.* decision produced the only court induced test for hiring and promotion: job-relatedness. The new test is likely to be "justified anticompetitiveness."

Although not extended to hiring and promotion, or even to education, professional licensure may be viewed as anticompetitive, justified or prohibited. The 1975 *Goldfarb v. Virginia State Bar*, 421 U.S. 733, decision of the United States Supreme Court did not exempt the legal profession from the Sherman Act when it ruled that adoption of a uniform fee schedule for legal services was prohibited anticompetitive activity. If uniform fees are anticompetitive, then uniform professional standards may be suspect and may not be in the public's interest. A certificate is certainly a standard. Since it also limits competition for jobs to those who hold one, it may be seen as an anticompetitive activity. But, is it an activity in the public's interest (justified) or is it chiefly in the professions', the college's or the university's interest (prohibited)?

How can the state meet these real and potential challenges to the education certificate? Or, since educators, colleges and universities are partners with the state in this certification effort, how can the education professions, along with the department, anticipate these challenges? Job-relatedness questions may be met successfully by well-documented opinion about the face validity of qualifications for the job. That is, were the requirements developed through a rational process and with a broad-based and informed opinion? (Predictive validity, although attractive to researchers and employers, is currently not feasible for education certificates. It does not seem to be insisted upon by the courts.)

To address the anticompetitive nature of certification, the case might eventually rest on the necessary and unique competencies of those persons who have educational certificates. If the competencies are necessary and unique, then the anticompetitive nature of a certificate may be justifiable.

CBTE Development in Pennsylvania

The Pennsylvania Department of Education, in its coordinating service and technical assistance roles, anticipated the need for broad-based decisions guided by job expectations. The state's process of defining competence has been inductive; some call it grass roots.

What does an educator do? What would an educator like to do? What should an educator do? Versions of these questions were asked through department-funded projects involving 5,500 educators in basic and higher education, laypersons and students. Thousands more considered similar issues without state funding.

Educators selected their own ways to study CBTE; even selected their focuses from the state's certification areas. The department's technical assistance role was implemented through the PaCBE Consultant Group—37 classroom teachers, school administrators and teacher educators (see Appendix C). These persons are trained annually by the department in workshop planning and CBTE. They are paid a state honorarium, yet project directors determine whom they want as consultants; and the consultants are free to express their own views on CBTE. The result has been diversity within a broad view of CBTE.

Institutions and professional associations selected what they wanted to study in their response to the department's annual request for proposals. The funding criteria for acceptable proposals included heavy involvement of practitioners, careful documentation of the processes and lists of participants' addresses and positions. Whether a project had local or state-wide significance, increased involvement and practical experience were paramount concerns.

The four requests for proposals published since 1974 produced:

—inventories of specialized competencies with state-wide involvement (see Chapters II-XIII).

—new approaches to competency-based in-service teacher education.

—in-service education about CBTE.
—staff development workshops in CBTE.
—consultation on program design and practitioner involvement.
—support for part-time local leadership in CBTE program development.

Experimental research on CBTE was recognized as important and expensive. Due to high costs, however, department funds were restricted to seed grants to create conditions for subsequent research.

The department's coordinating service role has been built around the grants program and distribution of CBTE information. The information efforts included the Lock Haven Workshop report, a summary of competency assessment/certification problems and issues, a handbook for CBTE program development and, recently, a 30-minute training film on the instructional implications of goal clarification.* As a clearing house for information, the department has a distribution inventory of over 30 publications produced by groups such as the Multi-State Consortium on PBTE, the National Council of States on Inservice Education and the AACTE Committee on Performance-Based Teacher Education.

The department publication on CBTE used most so far has been the *PaCBTE Handbook*. Over 8,000 copies have been distributed in Pennsylvania and in other states and countries. This handbook includes three lists of generic teaching competencies—*Generic 66, Generic 22* and *Critical 29*. The *Generic 66* came from the 1973 workshop at Lock Haven State College for over 350 educators, laypersons and students. The 66 competency statements were selected from an original set of 50,000 statements written at Pennsylvania colleges and universities between 1970 and 1972. The *Critical 29* were selected from the *Generic 66* by a panel of 600 educators who judged the importance of each competency for a first year teacher. A multi-variate statistical analysis of these 600 judgments identified three clusters or principal terminal competencies for a teacher:

—designs/implements strategies for pupil learning.
—diagnoses educational needs; prescribes appropriate instruction.
—coordinates school/community features to support favorable learning conditions.

Finally, the *Generic 22* was produced by five PaCBE consultants who examined the *Generic 66* and *Critical 29* for an implicit concept of teaching and generated 22 new statements describing a teacher as a goal setter, individualizer of instruction and good communicator.

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*A bibliography of department publications related to CBTE appears at the end of this chapter.

Indirectly, the PaCBTE Program has stimulated journal articles and publications by Pennsylvania professional associations. In addition, the program prompted the department to evaluate developments in competency-based general and liberal education, to launch a longitudinal study of first year teacher skills and abilities and changes in teacher education programs, and to revise the general standards for certification program approval.

The evaluation of competency-based general and liberal education was done by the Odyssey Group—16 arts and science professors from nine Pennsylvania colleges and universities. They went in pairs to nine U.S. colleges and universities offering competency-based instruction. Armed with a list of questions, they gathered data and returned to Pennsylvania to analyze their findings and to recommend department activities which might encourage competency-based general and liberal higher education programs.

The "First-Year Teacher Survey," now in its third year, asks first-year teachers in Pennsylvania public and nonpublic schools to rate their own development and use of 22 skills and abilities and to rate the importance they place on each. In addition, the respondents describe their own preparation through ratings of 20 program characteristics. This longitudinal study, planned for 10 years, has not yet produced sound conclusions about program changes and effectiveness. Nevertheless, program-by-program data summaries are given to colleges and universities as supplementary data for their own follow-up studies of program graduates (see Chapter XIV).

The department evaluations of all certification programs—elementary, secondary, specialist and administrator—for the past six years have used the 1970 General Standards. Developed initially by Pennsylvania educators to address Pennsylvania needs, these standards were revised in 1976 by a new committee of educators. An essential change was a shift from standards which describe program structure and content to standards which describe institutional responsibilities and expectations for certification candidates. These revised standards, including eight broad generic competencies, were subjected to hearings across the Commonwealth and were eventually adopted by the State Board of Education.

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Chapter II

Elementary, K-6

Who's in charge here? Teacher or pupils? An over-statement? Maybe. Beliefs of 44 parents, students and educators were challenged by this question.

A teacher must control his/her own behavior, test hypotheses and organize learning conditions, says PaCBE consultant J. William Moore. This project's participants were dispatched in four groups to examine Dr. Moore's views and write elementary school teacher competencies.

William R. Benedetti (California State College) and B. Wayne Walker (Slippery Rock State College) coordinated this project sponsored by a consortium of California, Slippery Rock, Edinboro and Clarion State Colleges, Indiana University of Pennsylvania and McKeesport School District. The combination of participants and consultants was unique. Four subproducts were reported. Two expanded on Dr. Moore's address. One examined the *Generic 22* for the meaning of effective teaching. One critiqued Clarion State College's elementary teacher competency study.

These competencies are not endorsed by the department, the consortium or even all project participants. They are based on Clarion's competency study. Excerpts from two other subgroup reports follow the elementary teacher competencies. Dr. Moore's four terminal generic competencies are presented after the list.

EL-100* **The elementary teacher is able to plan and organize instruction in the various content areas. Therefore, the elementary teacher:**

EL-101 Has skill in using literature in the total elementary school program.

EL-102 Raises and answers questions posed in all disciplines.

EL-103 Acquires and augments basic facts concerning a period, person or event of history.

EL-104 Consistently checks the accuracy of facts included in informational books in all content areas.

EL-105 Gains better understanding of current events and becomes more competent in identifying multiple factual resources about current problems.

EL-106 Develops materials that can be used to broaden reading interests of children in all content areas.

EL-107 Identifies specific and varied media used to motivate children to read (recordings, tapes, T.V., movies, paperbacks, etc.).

EL-108 Provides experience in specific and varied interpretive activities to foster creative effort, promote further interest in reading, promote critical reading skills.

EL-109 Integrates concepts and generalizations from all the social sciences into the social studies.

EL-110 Distinguishes and develops resource units and teaching units for the social studies class, integrating concepts and generalizations from all social studies.

EL-111 Interprets, in his/her own words, the criteria for selection of content in the social studies.

EL-112 Can discuss the characteristics of a total school reading program.

EL-113 Introduces a mathematics lesson in such a way as to elicit active participation by the students.

EL-114 Knows the characteristics of different facets of word identification skills (sight vocabulary, phonic analysis, structural analysis, dictionary skills, context clues) and is able to select or develop lessons that teach each of the skills.

*The first digit represents one of eight competency groups and the statements are numbered sequentially within each group.

EL-115 Knows the characteristics of different facets of comprehension (background information, vocabulary, retention and interpretation).

EL-116 Recognizes, and is able to identify and describe, various organizational patterns now predominant in elementary classrooms and the more innovative types now being used on a limited, experimental basis in various schools.

EL-117 Lists and explains the reading study skills that an elementary school pupil needs for adequate reading in the various content areas; develops lessons to teach the necessary reading-study skills of the content area fields.

EL-118 Uses the organization plan of a directed reading activity to improve reading abilities in a reading or content area situation.

EL-119 Is knowledgeable about a variety of techniques and materials for teaching reading development, such as the basal reading approach, the language experience approach and the individualized approach.

EL-120 Analyzes critically the representative samples of newer curricular offerings in elementary school science.

EL-121 Writes objectives for science lessons in behavioral terms.

EL-122 Demonstrates competency in the use of the table of contents, the index and the glossary to obtain information from textbooks and reference books.

EL-123 Constructs quantitative and qualitative records that can be used as evidence for reaching tentative conclusions.

EL-124 Constructs a teacher-made test for use in diagnosis, evaluation and remediation in science.

EL-200 **The elementary teacher creates a classroom environment appropriate to the needs of children. Therefore, the elementary teacher:**

EL-201 Recognizes the basic needs of children, the uniqueness of each human and the way in which the human grows and develops.

EL-202 Recognizes the influences of culture and family on the growth of the child and supplies related appropriate reading material.

EL-203 Is aware of the varying rates of development among students and provides reading material for several developmental age groups in any classroom.

EL-204 Demonstrates ability to use various strategies in teaching, listening, speaking and writing skills; such as concept-learning, group investigations and role-playing.

EL-205 Executes teaching units which include appropriate initiating, developing and culminating activities.

EL-206 Demonstrates the use of inductive as well as deductive teaching strategies.

EL-208 Justifies the selection of manipulative materials used to develop a particular concept.

EL-209 Improvises with homemade materials when commercial materials are not available.

EL-210 Selects transparencies for overhead projection to facilitate development of a particular concept.

EL-300 **The elementary teacher uses social, cultural, physical and psychological data in planning the teaching-learning process. Therefore, the elementary teacher:**

EL-301 Is familiar with and uses folk literature suitable for children, such as tall tales, myths, epic poems, fables, legends and various ethnic folk tales.

EL-302 Is concerned with trends in contemporary literature, moral issues and literary values; arrives at a position; and selects and appraises books accordingly.

EL-303 Knows learner characteristics which can affect reading development (physical and psychological environment).

EL-400 **The elementary teacher recognizes and describes the philosophical, historical, sociological and political foundations of education. Therefore, the elementary teacher:**

EL-401 Surveys children's literature in a wide variety of categories and notes the major trends and how literature reflects these foundations.

EL-402 Demonstrates an understanding of the social structure of our society and how this social structure evolved and affects the educational system; is acquainted with the changing status of minority groups in the social order and how this is reflected in the educational system.

EL-403 Assesses pupils' listening, speaking and writing abilities.

EL-500 The elementary teacher prescribes learning experiences on the basis of diagnosis and analysis of individual pupils.

EL-501 Recognizes the theme of a book, selects books of interest to a particular child or group of children and becomes skillful in guiding children's study of literature.

EL-502 Uses books and literature of all kinds to stimulate role-playing and creative dramatics.

EL-503 Uses bibliotherapy to help children express their needs and discover ways of solving problems.

EL-504 Conducts an appropriate group investigation into social problems.

EL-505 Constructs a sociogram and interprets the results; uses results for appropriate grouping strategies.

EL-506 Outlines a deductive sequence or an inductive sequence to carry out a given objective.

EL-507 Describes a way of developing the concept: when the instructional mode is expository and when it is guided discovery.

EL-508 Selects an approach to teaching and can justify this choice for a particular pupil population.

EL-509 Knows current methods for accommodating learner needs.

EL-510 Identifies a pupil's errors and interviews the pupil to learn the cause of the difficulty.

EL-511 Interprets the results of standardized achievement tests as an expectancy level for a given pupil, as needs for further diagnosis and as strengths and weaknesses in the class as a whole.

EL-512 Identifies individual differences commonly found in the classroom; uses various types of instruments to measure these differences.

EL-513 Treats pupils as individuals and plans learning situations and experiences which acknowledge and accommodate individual differences.

EL-600 The elementary teacher evaluates and controls the total learning environment.

EL-601 Plans a sequential, yet flexible literature, program; incorporates other curricular areas into the planning; sees that units of work, special holidays, individual needs and interests are criteria in book selection.

EL-602 Sets the conditions for attaining good listening habits and appreciation of literature.

EL-603 Demonstrates an understanding of the principles and criteria for promoting creativity in the classroom.

EL-604 Constructs a variety of tests using multiple choice, matching or essay items.

EL-605 Evaluates his/her own teaching effectiveness through a variety of self-evaluation devices.

EL-606 Sensitizes himself or herself to the total learning climate of the school and classroom in which the child learns.

EL-700 **The elementary teacher assumes a high degree of personal and professional responsibility.**

EL-701 Reads professional periodicals regularly.

EL-702 Develops a familiarity with research in listening, speaking and writing.

EL-703 Recognizes the personal responsibilities inherent and implied in the choice of a teaching career in the elementary school. (—a very broad and comprehensive competency implying a need for personal responsibilities which would enhance the profession as a whole and reflect credit upon the individual)

EL-704 Identifies and describes the professional responsibilities implied and inherent in a career of teaching in the elementary school.

EL-705 Becomes acquainted with professional books and journals.

EL-800 **The elementary teacher demonstrates cognitive knowledge in the content areas taught in the elementary school: English composition, literature, music, art, United States and Pennsylvania history, world history, political science, biology, physical science, mathematics, geography and health.**

Four Terminal Generic Competencies*

Proposed Teacher Roles, Enabling Objectives, Minimal Conditions and Evidences

TGC-1. A teacher must demonstrate, with a high degree of consistency, the ability to bring his/her own teaching behavior under control in a wide range of instructional conditions as opposed to coming under the control of the learner's behavior. (Example: The teacher must not allow bright, personable students to dominate his/her attention at the expense of less gifted students. Bringing teaching behavior under control is necessary because it establishes the upper level of the teacher's ability to observe relevant learner behavior as a basis for diagnosis.)

Roles

a. Controller of own behavior
b. Self-directed
c. Examiner of own beliefs about teaching
d. Communicator, listener, responder and co-learner

Enabling Objectives

a. Teacher will recognize potential loss of self-control.
b. Teacher is able, when faced with a crisis threatening his/her person or authority, to respond by generating alternatives, rather than by an emotional outburst.
c. Teacher will seek feedback on own responsive behaviors.
d. Teacher will seek to increase own consciousness of variables used in making judgments.
e. Teacher will vary behaviors and response patterns.
f. Teacher will seek new theoretical input.
g. Teacher will assess community values and communicate effectively with members of the school community.
h. Teacher will express satisfaction as goals are achieved.

Minimal Conditions

a. Keeps cool, monitors own reactions and facial expressions
b. Controls emotions
c. Determines non-verbal modeling behaviors
d. Assesses community and pupil values and tolerance; selects appropriate situations for declaring own values
e. Reacts to behavior rather than to persons
f. Monitors nuances of voice tone
g. Avoids allowing a demanding child to monopolize attention
h. Recognizes own shortcomings; seeks new knowledge
i. Is aware of own limitations

Evidences

a. Examine the consistency in the lesson plan and its implementation

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*The four terminal generic competencies (TGC) were proposed by PaCBE consultant J. William Moore (Bucknell University) in a keynote address to all project participants. The participants developed this analysis of his proposed four competencies, including the roles, enabling objectives, minimal conditions and evidences for each.

b. Have a supervisor or cooperating teacher list the observed behaviors of the student teacher; at the completion of the lesson, ask the student teacher to describe what he/she did; compare the student's perceptions to what was actually observed. A low discrepancy indicates control.

c. Use of an analysis system which counts the interactions which the teacher has initiated with a random group of children. At the end of the lesson, ask the student teacher to rate student as high or low in need of teacher involvement. A low discrepancy is an indication of competence.

TGC-2. A teacher must be able to generate and test productive instructional hypotheses with respect to both individual and group attending problems as opposed to relying on a limited set of instructional strategies. (Example: The teacher must be able to observe and explain the nature of learner behavior being reinforced and the probable reinforcer if more desirable substitute behaviors are to be stimulated and reinforced.)

Roles

a. Observer
b. Analyst
c. Diagnostician
d. Evaluator

Enabling Objectives

a. Teacher will use variety of observation criteria and techniques.
b. Teacher will observe symptoms of ill health which cause inattention.
c. Teacher will observe evidence of personal discomfort and withdrawal.
d. Teacher will observe sociometric patterns.
e. Teacher will observe effectiveness of a given method and learning styles.
f. Teacher will observe expressive responses.
g. Teacher will seek explanations for learning problems and be open to parental data, without preconception.
h. Teacher will consider past experience and example, one's own and those of experts.
i. Teacher will put observations into a theoretical framework.
j. Teacher will generate several alternate hypotheses if testing shows that goals are not met.
k. Pupils will express satisfaction with their achievement.

Minimal Conditions

a. Possesses a variety of methods of testing, and be selective in terms of application or learning theory.
b. Is aware of standard, or common, error patterns.
c. Masters a range of materials, techniques and concepts for each subject taught.
d. Is aware of developmental patterns.

Evidences

a. If inappropriate attending behavior is consistently observed, ask the student teacher to indicate why he/she performed in a certain way during a teaching session. Three classes of behavior will be evidenced:

   1. The *recipe* approach—the most common type in which the teacher behavior remains unchanged by pupil behavior. This is the lowest level of teaching.
   2. The *crafts* approach—in this class the teacher processes feedback and trys to change the student's behavior through trial and error.
   3. The *theoretical* approach—here the teacher modifies his/her behavior in response to a student's behavior and explains theoretically his/her behavior change. This class is evidence of competence, while classes 1 and 2 represent lack of competence.

b. Where there is evidence that a student uses a theoretical approach, but there is little evidence of improvement in learned attending behavior, it is an indication of a low level of *knowledge* of human behavior as a basis for observation.

TGC-3. A teacher must be able to generate and test productive instructional hypotheses with respect to effective instructional presentation systems appropriate to the needs of individual learners.

Roles

a. Curriculum strategist
b. Prescriber
c. Integrator

Enabling Objectives

a. Be able to recognize and state a testable problem.
b. Organize all data from observation.
c. Be able to hypothesize the reason for a problem: the *why*.
d. Be able to state a goal or objective.
e. Plan or choose a strategy.
f. Be able to elicit enthusiastic response.
g. Be able to elicit independent application of principles or concepts.
h. Will elicit development of new interests.
i. Will elicit accomplishment of preset goals.
j. Will elicit appropriate or acceptable answers from students.
k. Teacher's evaluation of own success will be predicated upon measurable pupil learning.
l. Teacher will involve learners in self-evaluation.
m. Teacher will elicit purposeful learner involvement during non-directed periods in a given subject.
n. Evaluate against goal.
o. Recycle—new strategy.

Minimal Conditions

(Workshop participants did not have enough time to propose minimal conditions for TGC-3.)

Evidences

a. Over a period of days ask the student teachers to submit a list of performance objectives. When they ask questions to high-need students and the students do not respond correctly, do the student teachers move to simpler questions for those students?

b. Having observed consistently inappropriate learner behavior with respect to the acquisition of content objectives, ask the student teacher to indicate why he/she performed in a certain way during a teaching session. Three classes of behavior will be evidenced:

   1. The *recipe* approach
   2. The *crafts* approach
   3. The *theoretical* approach

c. Where there is evidence that a student uses a theoretical approach but there is little evidence of improvement in student acquisition of concepts presented over time, it is an indication of a low level of knowledge of learning theory related to instructional sequencing as a basis for observation.

TGC-4. A teacher must be able to identify and postulate solutions to problems of classroom organization as it relates to identifying and resolving individual learner problems. (Example: If one assumes that a teacher has the competency to generate productive instructional hypotheses relative to individual learning, but is faced with 30 learners in a class five periods a day, what alternate management procedures, which would maximize the possibility for implementing the most effective individualized instructional system, might be considered?)

Roles

a. Human dynamics strategist
b. Environmental organizer
c. Conflict resolver

Enabling Objectives

a. The teacher will adapt to varying school situations and conditions.
b. The teacher will adjust the physical environment to ensure student comfort, health and safety and to facilitate learning.
c. The teacher will provide a wide range of materials with which pupils may interact.
d. The teacher will actively promote pupil inquiry.

Minimal Conditions

a. Is aware of such physical problems as lighting, hearing, odor, muscular strain, tolerance time.
b. Is aware of group dynamics
   1. Who talks to whom.
   2. Who responds.
c. Is aware of own personal impact on learners.

Evidences

a. Having observed consistently inappropriate use of instructional modes, ask the student teacher to indicate why he/she performed in a certain way during a teaching session. Three classes of behavior will be in evidence:

   1. The *recipe* approach
   2. The *crafts* approach
   3. The *theoretical* approach

Chapter III

Communication, 7-12

Good conversation. Captivating TV. Epic movies. Contemporary theatre. Great books. Accurate news coverage. Use and enjoyment—the basic competencies which the communication teacher addresses in the classroom, studio and press room.

As early as 1968, Pennsylvania educators cited the need for teachers who could help students use, and respond to, all forms of communication. The issues: great literary works instead of "classic comics." Tedious grammar exercises instead of over-use of nonstandard English. Unknown needs created by attractive advertising. Intentional and unintentional shaping of public opinion. Could teachers who were prepared only for literature, or theatre or speech meet these new challenges to education?

Acting on the advice of educators, the department developed and adopted standards for approving communication teacher education programs in 1970. Speech and theatre programs closed their specialized doors to new students. Some English programs persisted. Now teacher education students are turning to the new communication programs in increasing numbers. They've found a need for a broader skill, that is, the ability to combine speech, theatre and literature with other communication skills in secondary school programs—the domain of the new communication teaching certificate.

The communication field is complex. It draws on several strong disciplines. So, the department supported independent, parallel projects to identify the specialized teaching competencies for the communication teacher. The Pennsylvania Council of Teachers of English launched one state-wide project and Kutztown State College's William H. Marsh launched the other. Council president May M. Ireland of Lock Haven State College and project coordinator, John E. Fiorini, Jr., curriculum specialist for BLaST Intermediate Unit #17, involved 63 teachers, teacher educators, student teachers and school administrators in seven days of meetings throughout the Commonwealth. Marsh used mailed questionnaires and a small editorial committee to draw contributions from 45 educators.

The written results of both projects are presented here. In addition, the Kuztown project proposed learning experiences and evaluation procedures. These suggestions appear after the lists of competencies.

The project results, however, go far beyond the written account. The council challenged the field to identify competencies for specializations within the communication field: linguistic science, speech, literature, writing, theatre and nonprint media. The challenge was picked up by the Speech Communication Association of Pennsylvania and the Theatre Association of Pennsylvania. Their combined competency identification project is in the final stage.

Educators with a major responsibility for teaching values, appreciation and understanding confronted the cold and cumbersome competency-based education terminology. They studied CBTE. They described what they did in competency terms. They shared their discoveries with the profession within and beyond Pennsylvania's boundaries.

Publication of either list does not represent an endorsement by the department. The council and Kutztown State College offer their results for critical examination. Evaluate your own skills. Compare your program with what a broad spectrum of educators think is important.

(Pennsylvania Council of Teachers of English)*

A. *Personal Skills*

CO-111**	Explains and applies the systems of grammar which have been developed to analyze language.
CO-112	Selects and uses at least three different modes of communication (print, theater, film, radio, television, art and music) to present a concept or a skill.

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*Teacher education programs for communication teachers are evaluated against general and specific standards. Specific Standard I for Communication, 7-12, describes the core of a communication program; statements (CO-111-137) are intended by the council to describe the competencies developed in the core. The council did not expand on the Specialized Standard II and recognizes that it is the sole prerogative of each institution of higher education to design activities, experiences and courses to develop these competencies and to evaluate the degree of achievement.

**The first digit represents a Pennsylvania Council of Teacher of English statement (1) or a Kutztown State College statement (2). The second digit represents a competency group and statements are numbered sequentially within each group.

B. *Planning Skills*

CO-121 Designs a plan that will enable and encourage students to use and develop their interests and creative talents in any of the modes of communication.

CO-122 Designs instruction that will teach students to collect, synthesize, organize and transmit information, using school and community resources.

C. *Teaching Skills*

CO-131 Teaches students to use oral and written exposition appropriate to a variety of purposes and audiences.

CO-132 Elicits active and purposeful student expression, both emotional and intellectual, in oral discussion of print and nonprint materials.

CO-133 Teaches students, by analyses of appropriate media, to explore human values, to develop insight into human nature and to evaluate human experience.

CO-134 Displays acceptance of stylistic and dialectic variations of English while teaching students to practice and use standard English.

CO-135 Teaches students to recognize and analyze the manner in which they may be manipulated, entertained, inspired and informed by the mass media through the media's choices of topics, words, images and sequences.

CO-136 Demonstrates recognition of differences in student reading abilities and knowledge of resources available—libraries, bibliographies, reading specialists and other appropriate supportive services—to help the student improve.

CO-137 Demonstrates recognition of differences in student oral communication abilities and knowledge of appropriate techniques, materials and supportive services to help the student improve.

(Kutztown State College)*

A. *Core Program*

CO-211 Determines when knowledge of communication should be learned for historical and aesthetic reasons and when knowledge

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*Kutztown State College has not identified its competency statements with Specific Standards I or II.

	should be learned and retained because of its direct application value.
CO-212	Classifies modes and forms of expression new to the individual's range of experience.
CO-213	Speaks, writes and defines general American English.
CO-214	Employs and accepts different linguistic patterns for different social contexts.
CO-215	Explains the relationship between listening as a product of rhetorical analysis and as a problem of psychological motivation.
CO-216	Administers and interprets standardized diagnostic tests such as the *Brown-Carlson Test of Listening Effectiveness* and reading-level tests.

B. *Speaking-Listening*

CO-221	Employs vocal skills including a pleasing voice, accurate pronunciation and articulation.
CO-222	Recognizes speech deficiencies and problems which might interfere with the student's effectiveness as a speaker.
CO-223	Constructs an appropriate instructional instrument for teaching oral general American English as a second language.
CO-224	Develops an oral communications model.
CO-225	Plans, organizes and participates in (a) formal public speaking, (b) small group communication and (c) interpersonal communication situations.
CO-226	Recreates orally the aesthetic responses evoked by the work of literature in its printed form.
CO-227	Defends in acceptable terminology his/her evaluation of a speech.

C. *Reading-Literature*

CO-231	Identifies through literature the human potential for good and evil and for creative or destructive acts, independent of culture and national identification.
CO-232	Discriminates between the many kinds of fictive and nonfictive writing.

CO-233	Analyzes competing definitions of literature and generates and defends his/her own definition.

D. *Writing-Composition*

CO-241	Specifies those processes and writing modes necessary for communication through writing.
CO-242	Expresses oneself through at least one recognizable literary form, such as poetry, short story, essay and report writing.
CO-243	Develops and applies criteria relevant to the improvement of writing.

Suggested Learning Experiences and Evaluation Procedures*

Learning Experiences	*Evaluation Procedures*
Course work in communications, linguistics, history of literature and language and rhetorical criticism. (CO-211)	Given certain facts, insights and attitudes towards language and literature, the teacher candidate will be able to determine which ones directly apply to himself/herself and to his/her students. (CO-211)
Extensive experience with and response to literature in course work, co-curricular activities and private reading. (CO-212)	Given modes and forms of expression new to the teacher candidate's range of experience, he/she will be able to provide a defendable classification. (CO-212)
A. Course work in speaking, writing and language. B. Co-curricular activities in speaking and writing. (CO-213)	Given assignments in speaking and writing, the individual will execute those assignments in general American English acceptable to two or more professionals in the field of communication and defend the constructions he/she has used within the parameters. (CO-213)
Course work in linguistics, voice and diction, writing, literature, drama and theatre. (CO-214)	Given a variety of linguistic patterns reflected in samples of speech and writing used in different social contexts, the teacher candidate will be able to identify those appropriate to the social contexts in which they are used and those that are not appropriate. (CO-214)
A. Course work in public address and persuasion, especially in rhetorical analysis. B. Co-curricular activities in theatre, public address, oral interpretation, etc. (CO-215)	Give an oral speaking situation, the teacher candidate will be able to describe its rhetorical strategies, identify its psychological basis and analyze its emotional implications, both negative and positive. (CO-215)

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*These learning experiences and evaluation procedures were developed during the Kutztown State College project. Please note that these suggested learning experiences and evaluation procedures are referenced to the competency statements by number.

Course work in the teaching of reading, voice and diction, and speech problems. (CO-216)	Given various tests to administer, the teacher candidate will be able to follow directions precisely and apply the results in accordance with the limitations of the instruments used. (CO-216)
A. Course work in voice and diction and in speech problems. B. Participation in oral presentations. (CO-221)	Given a speaking situation, the teacher candidate will be able to satisfy a discriminating audience as to the pleasantness of speaking voice and accuracy of pronunciation and articulation. (CO-221)
A. Course work in voice and diction, speech problems and speech correction. B. Course work in linguistics. (CO-222)	Given samplings of individuals with speech deficiencies, the teacher will be able to recognize deficiencies and refer them to specialists. (CO-222)
Course work in linguistics and dialectology. (CO-223)	Devise a pattern of exercises based upon linguistic insights into general American English as a foreign language or dialect involved. (CO-223)
Course work in interpersonal communications. (CO-224)	Assessment of a teacher's ability to generate more than one oral communications model. (CO-224)
A. Course work which includes study of the administration and assessment of interest inventories, behavioral psychology, group dynamics, interpersonal communications and the psychology of learning. B. Co-curricular activities in speech. C. Studies in psychology and motivational theory. (CO-225)	Performance of these activities to a level of proficiency that produces demonstrable results. (CO-225)
A. Course work in literature and oral interpretation. B. Co-curricular activities in oral interpretation, reader's theatre and theatre. (CO-226)	Given a piece of literature, the teacher will be able to translate it orally to satisfy to a discriminating audience. (CO-226)

Learning Experience	*Evaluation Procedures*
Course work in rhetorical criticism, persuasion and public speaking. (CO-227)	Given a variety of speeches, a teacher candidate will be able to describe in standard terminology his/her strengths and weaknesses. (CO-227)
All course work in British, American and world literature, film, drama and theatre. (CO-231)	By selecting a minimum of four works of literature representing a range of time periods and cultures, the teacher candidate will be able to specify the universality of human behavior. (CO-231)
Course work in survey and genre courses. (CO-232)	Given six different kinds of writing, the teacher candidate can analyze them according to their internal structure and classify them in categories which define their differences. (CO-232)
A. Course work pertaining to literary and dramatic criticism and theory. B. Critiques of literary works, defending his/her analysis. (CO-233)	Given a minimum of two definitions of literature, the teacher candidate will be able (a) to specify similarities and differences, (b) to explain their similarities and differences and (c) to generate his/her own definition of literature. (CO-233)
Courses in writing, rhetorical analysis and criticism. (CO-241)	Given three or more writing modes, the teacher candidate will be able to specify the processes for communicating effectively through writing. (CO-241)
A. Courses in expository writing, creative writing and journalism. B. Co-curricular writing activities. (CO-242)	The teacher candidate will be able to write a recognizable literary work, such as a short story, an essay, a poem and a documented paper. (CO-242)
A. Courses in advanced composition. B. Methods course and student teaching experience (CO-243)	Given samples of unclear and ineffective writing, the teacher candidate will be able to apply specific criteria for the improvement of those samples. (CO-243)

Chapter IV

Sciences, 7-12

Are there science teaching competencies common to teaching all sciences?

A good question even though the Pennsylvania Department of Education issues separate teaching certificates in biology, chemistry, earth and space and physical and general science in grades 7 through 12 and even though the department approves teacher-preparing programs in colleges on the basis of separate standards for each discipline.

In conjunction with the department's competency-based teacher education program, the Pennsylvania Science Teachers Association and the science education faculty at The Pennsylvania State University joined forces to look into this question and to draw up a set of competencies common to all science teaching. This investigation involved the middle school grades of 5 and 6 as well as the secondary grades of 7-12.

So it could include the ideas and views of scientists and science educators from all disciplines—and from elementary, secondary and higher education levels—the association carried out its study in four phases: (1) forming a steering committee of nine members, (2) conducting one-day workshops throughout the state to generate competency statements from teachers and scientists, (3) conducting two editting workshops to refine the statements and

(4) conducting a survey to validate the statements as refined. Sixty-six people were involved under the direction of Paul E. Bell and H. Seymour Fowler of the Penn State science education faculty.

The competencies on the list below should be considered as a whole, the association suggests, since the statements become meaningless if taken separately. The association further suggests that the list be reviewed in light of the department's *Generic 22* (see Appendix B).

It was assumed that candidates for teaching certificates would have a broad general education and a solid science background. The project did not address the subject matter competencies peculiar to specific sciences.

This published inventory of secondary science competencies has not been endorsed by the Pennsylvania Department of Education, but it should be critically examined by all educators. Please note that the competency taxonomy (phase 2) and the competency-adequacy checklist (phase 3) are reproduced at the end of the inventory.

A. *Competencies that Do Not Require Classroom Settings*

SC-0100* **The explosion of knowledge precludes adequate comprehension of the concepts and processes of all the science specialties. Therefore, the science teacher demonstrates in-depth knowledge of the concepts and processes extant in at least one science specialty.**

SC-0200 **Mathematics is a basic tool of science. Therefore, the science teacher performs these mathematical operations in solving problems:**

SC-0201 Basic mathematics through addition, subtraction, division and multiplication of a set of real numbers
SC-0202 Scientific notation
SC-0203 Factor-label analysis (dimensional analysis)
SC-0204 Relative error
SC-0205 Graphic formulation and interpretation
SC-0206 Estimation and prediction
SC-0207 Standard International metric measurement

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*The first two digits represent one of 26 competency groups and statements are numbered sequentially within each group.

SC-0300 **Science deals with the discovery and interpretation of natural phenomena. Therefore, the science teacher relates conceptual schemes to the life, physical and earth sciences. The conceptual schemes include:**

SC-0301 All matter is composed of units called fundamental particles; under certain conditions these particles can be transformed into energy and vice versa.

SC-0302 Matter exists in the form of units which can be classified into hierarchies or organizational levels.

SC-0303 The behavior of matter in the universe can be described on a statistical basis.

SC-0304 Units of matter interact. The bases of all ordinary interactions are electromagnetic, gravitational and nuclear forces.

SC-0305 All interacting units of matter tend toward equilibrium states in which the energy content (enthalpy) is a minimum and the energy distribution (entropy) is most random. In the process of attaining equilibrium, energy transformations occur. Nevertheless, the sum of energy and matter in the universe remains constant.

SC-0306 One of the forms of energy is the motion of units of matter. Such motion is responsible for heat and for the states of matter: solids, liquids and gases.

SC-0307 All matter exists in time and space and, since interactions occur among its units, matter is subject to some degree of change with time. Changes may occur at various rates and in various patterns.

SC-0400 **Science includes not only conceptual schemes but methods of inquiry. Therefore, the science teacher uses the following processes across a wide variety of science disciplines, such as chemistry, geology, physics and biological science:**

SC-0401 Observing

SC-0402 Inferring

SC-0403 Classifying

SC-0404 Predicting
SC-0405 Communicating
SC-0406 Measuring
SC-0407 Defining operationally
SC-0408 Interpreting data
SC-0409 Formulating hypotheses
SC-0410 Experimenting
SC-0411 Formulating conceptual models
SC-0412 Controlling variables

SC-0500 **Science involves both the scientist and the laboratory. Therefore, the science teacher prepares and uses common laboratory substances, materials and equipment characteristic of the several science disciplines.**

SC-0600 **Communication and evaluation are integral to science learning. The science teacher must be proficient in transferring his/her knowledge of, and practice in, science research methods to the implementation of efficient, effective pedagogical practices. Therefore, the science teacher:**

SC-0601 Abstracts and critiques articles from educational publications germaine to a specific science discipline.

SC-0602 Incorporates the information gained from articles into a specified instructional or learning strategy.

SC-0603 Identifies, selects and develops measurement techniques using elementary statistics that:

- Assess learning identified as important during instruction.
- Are related to specific instructional objectives.
- Can be used for diagnostic as well as grading purposes.
- Are reliable and valid.

SC-0604 Uses the results from measuring instruments to determine the potential weaknesses of instruction as related to the learning problems of individuals and groups.

SC-0700 **The development of critical thinking skills, attitudes and concepts is a major goal of science education. Therefore, the science teacher, from these perspectives, designs and evaluates:**

SC-0701 Learning experiences involving a variety of techniques, materials and methods which teach several of the science processes listed in SC-0400.

SC-0702 Lessons using a variety of techniques, materials and methods which are concept-oriented.

SC-0703 Lessons using a variety of techniques, materials and methods which develop positive student attitudes, values and appreciations.

SC-0800 **Certain instructional strategies may be more efficacious than others in teaching specific skills or concepts. Therefore, given the concept and process focus, the science teacher plans learning experiences that include lecture-demonstration, descriptive laboratory, investigative laboratory, individualized learning program, learning contracts and instructional media.**

SC-0900 **A large variety of equipment is necessary to teach science concepts and process skills. Therefore, the science teacher properly identifies, assembles, operates, maintains and stores the technical and nontechnical materials and apparatus within a variety of science-teaching areas. This competency includes the proper and humane care of laboratory animals.**

SC-1000 **Many science teachers are required to maintain an inventory of instructional materials. Therefore, the science teacher establishes routines for preparing inventories, orders and budgets, including:**

SC-1001 Identifying, listing, evaluating and writing specifications for basic instructional equipment, materials and supplies needed for laboratory experiences.

SC-1002 Planning within defined parameters, including budget, facilities, course, level of instruction, existing materials and logistical limitations.

SC-1100 **The community environment is an extension of the science classroom and should be considered a teaching/learning**

resource. Therefore, given a description of a community, the science teacher:

SC 1101 Develops a comprehensive directory of human and physical resources appropriate for teaching science concepts and process skills.

SC-1102 Describes a method of involving such resources in a learning situation.

SC-1103 Plans a field experience that involves, in an effective manner, the community and school environments. The plan should include purpose, pre-, intra- and post-activities, administrative details, special precautions and evaluation.

SC-1200 **Science teachers are often involved with nationally developed science curricula. A working knowledge of several programs at a variety of levels is essential. Therefore, the science teacher:**

SC-1201 Compares and contrasts at least two curricula. The comparison will describe the similarities and differences with respect to science content, processes, teacher roles, student roles and facilities required.

SC-1202 Describes one science program above and below the expected teaching level.

B. *Competencies that need classroom field experience settings*

SC-1300 **A large number of science investigations depend upon the use of the senses. Therefore, the science teacher:**

SC-1301 Provides opportunities for students to practice and improve their observation skills.

SC-1302 Designs and implements a variety of science experiences which will encourage pupils to use their senses to make observations and inferences.

SC-1400 **Learning styles of students differ. Therefore, the science teacher employs a variety of methods and materials that teach the processes, subject content and methods of science.**

SC-1500 **Science teachers apply the inquiry approach to their respective subject areas. Therefore, the science teacher:**

SC-1501 Provides examples which apply the inquiry approach to problem-solving.

SC-1502 Helps students identify a problem and apply the inquiry approach to lead to a possible solution.

SC-1600 **Students are most familiar with simple, everyday materials and equipment. Therefore, the science teacher involves students in investigations which permit scientific discovery through the manipulation and care of these materials.**

SC-1700 **Students must be aware of the technological limitations to science. Therefore, the science teacher provides experiences that emphasize the interrelatedness of the sciences, technology and humanities, and permits students to investigate relationships between social, economic and political actions on science and technology.**

SC-1800 **The community environment is an extension of the science classroom and should be considered a teaching/learning resource. Therefore, the science teacher plans the use of community resources and field experiences in learning activities.**

SC-1900 **Safety and order are of primary importance in the science classroom. Therefore, the science teacher produces a safe and orderly environment and maintains a safety-conscious climate in accord with occupation safety and health specifications. The teacher demonstrates:**

SC-1901 Safe, orderly use of equipment and material.

SC-1902 A monitoring and security system for all materials and equipment.

SC-1903 Basic first aid techniques.

SC-2000 **Students possess different levels of language skill development. Therefore, the science teacher diagnoses students' language skill development and communicates the concepts, processes and data of science in language comprehensible to the students.**

SC-2100 **Reading and studying science require specialized skills. Therefore, the science teacher teaches basic study skill techniques specific to science.**

SC-2200 **The ability to communicate science information is important. Therefore, the science teacher provides students opportunities to communicate science knowledge, principles and processes in an effective manner.**

SC-2300 **The Standard International (SI) metric measurement system is the accepted world standard. Therefore, the science teacher teaches students to use the SI metric measurement system in everyday life. The processes includes:**

SC-2301 Making measurements

SC-2302 Estimating measurements

SC-2303 Performing calculations

SC-2400 **Students should have a positive attitude toward science and scientific endeavors. Therefore, the science teacher employs a variety of teaching techniques, materials and methods to develop positive attitudes toward science.**

SC-2500 **Every teacher should help every child understand the science opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities. Therefore, the science teacher identifies and uses community resource persons to promote awareness of science-related careers.**

SC-2600 **Teachers can serve as important models for students' "attitude development." Therefore, the science teacher exhibits science attitudes such as curiosity, objectivity and suspension of judgment until sufficient information on which to draw conclusions is available.**

Checklist of Competency Statement Adequacy*

Yes No

___ ___ 1a. *Crucial:* Essential to facilitate desirable pupil learning in various settings?

and/or

___ ___ 1b. *Crucial:* Essential to meet other professional responsibilities.

___ ___ 2. *Appropriate Level:* B.S. level; entry into field.

___ ___ 3. *Conditions Specified:* Settings under which competency is to be assessed are described.

___ ___ 4. *Behavior Specified:* One of the following is described:

    a. Behavior of trainee
    b. Product of trainee's behavior
    c. Pupil performance resulting from trainee's efforts
    d. Pupil product resulting from trainee's efforts

___ ___ 5. *Criteria Specified:* The following expressions should include quantity of the expectation:

    a. Score on the identified or attached instruments
    b. Instruments or checklists
    c. Number and kinds of crucial behavioral clues
    d. Potential for institutional variation

(used to tell observers that the performance was good enough)

___ ___ 6. *Criteria Not Professor-dependent:* Specifications in writing or approval by more than one professional should be incorporated.

___ ___ 7. *Competency Feasible:* Institutional facilities, personnel, scheduling, and services are such that the competency is likely to be achieved by most students enrolled in the program.

___ ___ 8. *Is Not Redundant:* Competency is unique.

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*The Checklist of Competency Statement Adequacy was used as a guide to creating and rewriting statements during the first writing conference. The 268 statements submitted were reduced to a 24-statement draft which was then distributed in a symposium on science teacher certification at the PSTA annual meeting on November 7, 1975. The draft was then edited by a seven-person subgroup of the project's editorial committee.

Rules of Thumb

A. Statements should be phrased in terms demanding performance higher than knowledge level, affective, psychomotor and/or social behaviors.

B. Field experiences are more desirable than simulation. Simulation exercises are more desirable than paper-pencil simulations. Paper-pencil simulations are more desirable than tests of recall.

C. Field experiences closely coordinated with concurrent courses are more desirable than field experiences taken during different terms or supervised by different faculty.

Science Teaching Competency Taxonomy

A. Competencies for Evaluation Outside of the Classroom Setting
  1. Science
    a. Knowledge, techniques, instrumentation, processes
    b. Receiving, translating, transmitting science information
    c. Applications from/to everyday life
  2. Instruction
    d. Analysis and design of educational research
    e. Planning of resources, facilities, diagnosis, prescription, curriculum, classroom environment, evaluation
    f. Management and operation of instructional resources, etc.
    g. Knowledge of available instructional programs

B. Competencies Dependent on Classroom Setting for Evaluation
  1. Implementation of plans into instruction
  2. Interactive skills (e.g., inquiry)
  3. Attitudes

Chapter V

Social Studies, 7-12

Interdisciplinary. Multidisciplinary. Supradisciplinary. One teacher for all the social sciences?

The Pennsylvania social studies certificate says "yes, one for all." Teacher educators are not sure. New curriculums demand flexibility. Secondary school students wonder—why social studies? It's into this fray that the Pennsylvania Council for the Social Studies marched.

Led by council president Sister M. Adele Francis Gorman of Our Lady of Angels College and George I. Oeste of Allentown College, over 100 classroom teachers and teacher educators from all parts of the Commonwealth confronted the issues of their teaching profession. Their conclusions: Interdisciplinary integration—possible! Inter-level articulation—essential!

The project co-directors, Dr. Oeste and Sister M. Adele Francis, designed six regional workshops and statewide meetings of the council's project planning, steering and editing committees. All levels of education were represented—elementary, middle school, junior high school and senior high school, vocational-technical and college. Public and nonpublic schools were included. So were educational specialists and administrators. Quickly project participants agreed that social studies teaching competencies should apply equally to teachers at all grade levels. Only the degree, or complexity, of principles varies from level to level.

Appreciations—attitudes—values. These concerns were not politely evaded. This project's competency list represents a serious effort to write affective objectives in competency-based education terms. It's a milestone. The field has been challenged by the council to continue to apply its unique talents and perspectives to competency-based education.

This inventory of social studies teaching competencies is the council's statement. Council members don't consider it definitive or mandated; neither does the Pennsylvania Department of Education. The list represents the field's current thinking. It deserves careful scrutiny. Compare your own teacher education program's content and objectives with the list. Match your own teaching skills. Guide your own in-service development.

A. *Content and Overall Knowledge*

SS-010 **Since the content is interdisciplinary, the social studies teacher must be well-grounded in structure and major concepts, as well as the methodology, of one or more of the social science disciplines. Therefore, the teacher will:**

SS-011* Draw upon all of the social sciences, such as anthropology, economics, geography, political science, sociology, the history of the United States and other Western and non-Western societies, as well as related fields such as psychology, law, communications and the humanities.

SS-012 Recognize the interdisciplinary nature of societal problems and identify the particular social science that will produce *data* needed to arrive at possible alternative solutions to societal problems.

SS-013 Demonstrate the ability to recognize and select appropriate content, concepts and methodologies from disciplines which will lead students to experience the uniqueness of several social sciences.

SS-014 Remain skeptical of single causes, panaceas and finality of knowledge and recognize that theories and generalizations change in the light of new evidence.

SS-015 Recognize the controversial nature of social issues in a pluralistic society and promote objective discussion and study of sensitive issues.

*The first two digits represent one of 15 groups of competency groups and the statements are numbered sequentially within each group.

SS-020 **Since the social studies teacher prepares students in a multi-cultural/global society, in which all parts are becoming more interdependent, the social studies teacher will:**

SS-021 Demonstrate knowledge of several cultures within the international community and of their contributions to the total human experience.

SS-022 Analyze aspirations, concerns and alternative solutions to contemporary world issues.

SS-030 **Since social studies teachers prepare students to live and participate in a multi-ethnic, pluralistic, democratic society, the social studies teacher will:**

SS-031 Promote the study of the historical experiences, cultural patterns, and social problems of diverse groups in the United States.

SS-032 Promote the study of minority groups (sex, ethnic and racial groups, religious groups and others) and their problems, building upon the diversity of the immediate school community.

SS-033 Demonstrate a knowledge of a nation's institutions and the decision-making processes of our government (local, state and national); draw information from the local community.

B. *Skills, Techniques and Methodology*

SS-040 **To furnish direction to the social studies program, objectives should be thoughtfully selected and clearly stated. Therefore, the teacher will:**

SS-041 Select and formulate objectives which include knowledges, abilities and values and which reflect what is known about the students, the community, the real social world and the fields of knowledge.

SS-050 **For evaluation to be useful, it should be systematic, comprehensive and measurable and be directly related to the objectives of the program. Therefore, the teacher will:**

SS-051 Plan and carry out an evaluation which will include an assessment of progress in knowledge, skills, and abilities, including thinking, valuing and social participation.

SS-060 **Effective citizenship in a democratic society and an increasingly complex world require people who are knowledgeable about significant events which generate divergent views and who are willing to examine and discuss such issues and events. Therefore, the teacher will:**

SS-061 Be sufficiently objective to lead students into the examination, study and discussion of controversial and sensitive contemporary issues.

SS-070 **Because of the vast amount of information bombarding people, the social studies teacher must use appropriate methods of analyzing, organizing and synthesizing information, using methodologies consistent with social science disciplines. Therefore, the teacher will:**

SS-071 Use various processes related to inductive and deductive reasoning, such as observing, inferring, classifying, predicting, comparing and contrasting, interpreting data, forming and testing hypotheses and structuring and restructuring material.

SS-072 Demonstrate a knowledge of a variety of problem-solving and decision-making methods used by a social scientist and the advantages and disadvantages of each.

SS-073 Select the problem-solving and decision-making methods most appropriate to given problems; and facilitate decision-making processes, such as weighing alternatives, making choices, negotiating and evaluating consequences of decisions.

SS-074 Formulate and use both lower order and higher order questions to promote classroom discussion.

SS-075 Differentiate between fact and fiction in a variety of social science data and make use of their relative importance.

SS-076 Develop an understanding and appreciation of similarities and differences through the use of techniques such as role-playing, simulations, oral history and social participation.

SS-080 **To meet individual needs and to provide a broader view of cultures, strategies of instruction and learning activities should rely on a broad range of learning resources and media. Therefore, the teacher will:**

SS-081 Select and use materials which accommodate a wide range of reading abilities and interests.

SS-082 Select and use materials from primary as well as secondary sources.

SS-083 Select and use materials from the humanities, such as art, music, theater, literature and sports, as well as materials from the social sciences and history.

SS-084 Select and use current media sources, such as magazines, newspapers, radio, television and cartoons.

SS-085 Plan and carry out classroom activities which involve the school and community as a learning laboratory for gathering social data and confronting social problems.

SS-086 Develop skills to facilitate constructive self-expression.

SS-090 **The interaction and interdependence which characterize the world today mean that people are exposed to values and beliefs which may be different from their own. Social studies teachers can play a leading role in helping to equip students with reasoning techniques which will help them clarify their own values and understand the values of others whom they are studying and with whom they may interact now or in the future. Therefore, the teacher will:**

SS-091 Facilitate the dynamics by interpersonal and intergroup relations in teaching.

SS-092 Identify and employ techniques of values clarification or moral reasoning such as open-ended stories and dilemmas, and examination of issues which are value-laden.

C. *Values*

SS-100 ***Personal Commitment.*** **Because effective social studies teaching requires personal commitment by the teacher, the teacher will:**

SS-101 Demonstrate a commitment to the broad spectrum of social studies in his/her career goals and their actualization in the classroom and transmit this commitment to the students.

SS-110 ***Objectivity and Intellectual Integrity.*** **Because objectivity and intellectual integrity are essential for social studies instruction, the teacher will:**

SS-111 Be committed to discuss, research and debate controversial issues of the day.

SS-112 Include the study not only of human achievements, but of those events and policies which are commonly considered contrary to prevailing national goals.

SS-120 ***Respect for Human Dignity.*** **Because in today's world with its complex social interactions, it is necessary to examine conflicting social and personal values, the teacher will:**

SS-121 Exhibit determined self-direction and possess well-defined personal goals.

SS-122 Demonstrate organized skill in helping students examine social values.

SS-123 Demonstrate an acceptance of students and their values as they are, and relate to students as individuals with personal worth and dignity.

SS-130 ***Practice of Democratic Processes.*** **Because the social studies provide an environment for the expression, exploration and development of attitudes, the teacher will:**

SS-131 Create an atmosphere conducive to freedom of expression within a framework of respect for others and their contributions.

Because concepts relating to democratic processes are a vital part of the social studies, the teacher will:

SS-132 Not only teach about such processes, but will consciously incorporate such ideas as fair play, rule (expectation) adaptation, cooperation and similar practices in his/her teaching.

SS-140 ***Appreciation of Diversity.*** **Because contemporary society is multi-ethnic and multi-cultural—a mosaic rather than a melting-pot—the teacher will:**

SS-141 Relate decisions about the basic purposes of social studies education in any school to the needs of its immediate community and to the needs of society at large.

SS-142 Promote comparisons rather than contrasts because differences are usually apparent and similarities are not.

SS-143 Help students understand that there is strength in diversity and that people who are different can still cooperate in pursuit of common goals.

Appreciation of Pluralism in Society. **Because pluralism in our society encourages a multiplicity of values, the teacher will:**

SS-144 Demonstrate an acceptance and appreciation of diversity as being enriching.

SS-145 Facilitate the identification and evaluation of ethnocentric attitudes.

SS-146 Demonstrate an acceptance and appreciation of a world which is becoming a global society in which all parts are interdependent.

SS-147 Provide positive support for the formation of a value system based on understanding rather than on rote learning or coercion.

SS-148 Provide a forum for the expression of values and challenge students to defend them.

D. *Professional Educator*

SS-150 **The social studies teacher will recognize the need to participate, as a member of a profession dedicated to the advancement of social education, in professional activities which promote his/her personal growth as a well-informed teacher and which promote the social studies program in the classroom, school and community. Therefore, the teacher will:**

SS-151 Vigorously support the social studies program within the school curriculum.

SS-152 Participate in the development of the social studies curriculum, in both decision-making and advisory responsibilities.

SS-153 Increase his/her professional growth through reading professional books and journals, membership in professional organizations, active participation in civic and community affairs, attendance at meetings of social studies organizations and other professional meetings and travel and further education.

SS-154 Know and make use of the resources and facilities available for meaningful field experiences and research for his/her classes, as well as participating in other learning processes available within his/her community.

Chapter VI

Foreign Languages, K-12

Teaching German. Teaching Latin. Modern or classical—the approaches to foreign language teaching are different—or are they? The Pennsylvania State Modern Language Association (PSMLA) and the Pennsylvania Classical Association (PCA) joined forces for three days to work on foreign language teacher competencies. Their assumption was that the teaching skills for modern languages are distinct from those of classical languages.

Waning enrollments. Softened public support. Fractured international understanding. Incomplete historical perspectives. Add doubts about the specialization of teaching and one of the education professions confronts fundamental issues and builds future service. PSMLA immediate past president Raldo Parascenzo of California State College and PCA president Philip T. Heesen of Millersville State College co-directed this investigation of the foreign language teaching competencies.

Drs. Heesen and Parascenzo worked with 32 teachers, teacher educators and language program specialists for three days of intensive discussion and writing. They divided the participants into two parallel committees—one for the modern languages and one for the classical languages. The committees approached equivalent areas of competence independently, but shared preliminary results for criticism. The participants made revisions, and then a joint editing committee prepared these lists of competencies. The general expectations are parallel. The differences emerge in specific statements.

Publication of these competency lists is not an endorsement by the Pennsylvania Department of Education. They're presented for study. How does modern language instruction differ from classical language instruction? How does your preparation compare with the findings of these two associations? With your teacher education program? The PCA and PSMLA regard these competencies as minimal guidelines for teacher certification!

Modern Languages

A. *Command of the foreign language*

1. *Listening Comprehension*

The foreign language teacher will be able to

ML-111** Understand a native speaker in an informal situation discussing a nontechnical subject at a moderate rate of speed.

ML-112 Understand the narrative of commercial films on at least the secondary level.

ML-113 Understand the major topics presented in a newscast in the foreign language.

Classical Languages*

A. *Command of the foreign language*

The classical language teacher will be able to

CL-110** 1. Use either the restored classical or standard post-classical pronunciation of Latin or Greek with consistency and accuracy.

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*Latin and ancient Greek

**The first digit represents one of the five principal groups; the second digit represents a sub-group within a principal group. The statements are numbered sequentially within each sub-group.

ML-114	Understand formal lectures in the foreign language in an academic situation within the experience of the individual.		
	2. *Speaking* The foreign language teacher will be able to	CL-120	2. Use spoken Latin or Greek in a classroom situation and employ aural-oral techniques, such as giving simple directions, asking and answering simple questions on readings, and eliciting oral responses to pattern-building exercises in the target language.
ML-121	Speak the foreign language at a moderate rate of speed with an acceptable pronunciation and intonation.		
ML-122	Deliver in the foreign language from prepared notes an oral report of at least 10 minutes on a selected subject.		
ML-123	Give classroom directions in the foreign language.		
ML-124	Initiate and sustain a conversation with a fluent speaker of the foreign language in an informal situation.		
	3. *Reading* The foreign language teacher will demonstrate the ability to	CL-130	3. Read and comprehend Latin or Greek prose and poetry and translate them into acceptable English.

ML-131	Read, with understanding, material of average difficulty.		
ML-132	Use the foreign language dictionary with competence.		
	4. *Writing* The foreign language teacher will demonstrate the ability to	CL-140	4. Compose Latin or Greek which illustrates the morphology, syntax and stylistic features of the language.
ML-141	Write informal letters, take lecture notes and write reports in the foreign language with acceptable standards of correctness.		
ML-142	Construct, with accuracy, a variety of test items and test instructions in the foreign language.		
	B. *Language Analysis* The particular competencies in linguistic-science which the profession at large accepts as essential in the training of a modern foreign language teacher are as follows:		B. *Language Analysis* The classical language teacher will be able to
	1. *Phonology* The foreign language teacher will be able to	CL-210	1. Explain the principles of Latin or Greek phonology, morphology and syntax.
ML-211	Contrast the phonemic system of English with that of the target language.		

ML-212 Demonstrate a knowledge of the context-sensitive allophonic system of the target language.

ML-213 Apply competencies ML-211 and ML-212 in anticipating pronunciation difficulties of English-speaking students in the foreign language.

2. *Morphology*

The foreign language teacher will be able to

ML-221 Demonstrate a formal knowledge of the morphology of English and of the target language.

ML-222 Comprehend unfamiliar words through the recognition of their constituent morphemes.

ML-223 Demonstrate a knowledge of formal and informal communication styles and the contexts appropriate to each.

3. *Syntax*

The foreign language teacher will be able to

ML-231 Demonstrate a familiarity with the technical nomenclature of grammatical analysis in both traditional and contemporary approaches.

CL-220 2. Identify and explain the principle differences between the classical language and English.

CL-230 3. Evaluate and correct student work in Latin or Greek.

ML-232 Explain the rationale of generative-transformational grammar.

ML-233 Write phrase-structure rules and transformational rules of the most important syntactical components of English and of the target language.

C. *Culture*

The foreign language teacher will recognize that a language reflects its culture and will demonstrate an understanding and acceptance of the ways in which cultures differ.

The foreign language teacher will demonstrate a knowledge of

ML-310 How geography, history and the social and political institutions of a country reflect its culture.

ML-320 Such non-linguistic particulars of the foreign culture as gesture, body language proxemics, dress, time concepts, dietary preferences and other expressions of tradition.

ML-330 The achievements of the foreign culture in literature, art, music, architecture, science,

C. *Culture*

The classical language teacher will be able to

CL-310 Discuss a variety of Latin or Greek authors and their works and trace the development of the literature.

CL-320 Describe the characteristics of literary genres and styles and the precise meanings of words and phrases in context.

CL-330 Explain in some detail the life-style of the ancient Romans and Greeks, the organization of their society, and the similarities and differences between their society and ours, and also identify major persons and events in Greco-Roman history.

CL-340 Discuss certain major works of the other classical literature (i.e., Greek literature for the technology and folklore.

ML-340 How a language reflects its culture through its peculiarities of vocabulary, syntax and idiom.

D. *Teaching-Learning Process*

The foreign language teacher will demonstrate competency in managing the teaching-learning process on appropriate levels by

1. Helping the learner develop abilities in the four language skills and an awareness of the target culture. The teacher will be able to

ML-411 Design and implement listening discrimination and listening comprehension exercises; provide a range of authentic listening experiences.

ML-412 Plan activities that develop the learner's skill in pronunciation, intonation and influency.

ML-413 Plan activities in which the learner manipulates and internalizes the oral structures of the language.

Latin teacher and *vice versa*) and describe the contributions of Greek civilization to Roman civilization and the impact of both on subsequent cultures.

D. *Teaching-Learning Process*

The classical language teacher will be able to

CL-410 Evaluate various approaches for the teaching of the language as they are applicable to elementary as well as secondary school situations such as: the direct method, structural linguistics, aural-oral, grammar-translation and eclectic approaches

CL-420 Select or adapt instructional materials compatible with the approach chosen.

ML-414	Plan activities by which the learner improves and expands oral communication skills.
ML-415	Provide practice for the learner in decoding skills and contextual guessing strategies; provide a range of authentic reading materials.
ML-416	Plan controlled writing activities that develop the learner's skill in orthography and manipulation of the structure of the language.
ML-417	Plan a range of writing activities, from guided to liberated, through which the learner develops and expands communicative competence.
ML-418	Plan activities that enable the learner to recognize general living patterns in the target culture.
ML-419	Plan activities that enable the learner to recognize the contribution of the target culture in art, music, history, etc. (Refer to CL-310-340)
ML-4110	Plan activities that enable the learner to recognize the influences of foreign cultures on our own.

	2. Selecting and implementing instructional goals and classroom procedures. The teacher will be able to		
ML-421	Use specific objectives for daily and long-range goals.		
ML-422	Use a variety of techniques for motivational, instructional and communicative purposes.		
ML-423	Recognize and provide for differences in ability, learning style and interests.		
ML-424	Design informal and formal tests to diagnose and evaluate the learner's progress.		
ML-425	Foster a positive climate in the foreign language classroom.		
E.	*Professional Development*	E.	*Professional Development*
	The foreign language teacher will be able to		The classical language teacher will demonstrate
ML-510	State logical reasons for the place of the study of foreign languages in the basic curriculum.	CL-510	An acquaintance with the teaching resources available in professional publications such as *The Classical World, The PCA Bulletin, The American Classical Review, The Classical Outlook, Foreign Language Annals* and *The Classical Journal*
ML-520	List the advantages and disadvantages of several approaches to foreign language teaching.		
ML-530	Examine critically the use of any foreign language teaching	CL-520	An acquaintance with the services and materials available

strategy selected in terms of the characteristics and needs of students.

ML-540 Evaluate, select and use materials appropriate to previously developed learning objectives and strategies that pertain to foreign language teaching.

ML-550 Demonstrate knowledge of the steps necessary to construct a foreign language curriculum.

ML-560 Answer questions and locate information about

—various regulations pertaining to foreign language teacher-preparation, program approval, certification, and curriculum development.

—available foreign language resources from state education agencies, professional organizations, institutions of higher education, and the federal government.

through the various professional organizations such as The Pennsylvania Classical Association (PCA), The American Classical League (ACL), The Junior Classical League (JCL), The Classical Association of the Atlantic States (CAAS), local classical organizations, Pompeiana, Inc., The American Council of Teachers of Foreign Languages (ACTFL), The American Institute of Archaeology (AIA) and The American Philological Association (APA)

CL-530 An acquaintance with the services available to classical language teachers through agencies such as the Education Resources Information Center (ERICO), The Research and Information Services for Education (RISE), Pennsylvania Intermediate Units and the Pennsylvania Department of Education

CL-540 The ability to define and interpret the rationale for including Latin, Greek and classical studies in the school curriculum.

CL-550 The ability to discuss current research pertaining to the effects of classical language study on the building of English

ML-570	Name the major local, state and and national professional and foreign language organizations and their principal publications and indicate the purpose and importance of each to the foreign language teaching profession.
ML-580	Draw conclusions from current research in foreign language education that relates to his or her own teaching.
	vocabulary and reading skills.
CL-560	An acquaintance with the opportunities and benefits to be gained through travel and study in the Mediterranean world and other lands rich in the classical heritage.

Chapter VII

Health and Physical Education, K-12

A laundry list of teacher behaviors or a conceptual basis for describing the competencies of a new teacher of health and physical education? The Pennsylvania State Association for Health, Physical Education and Recreation saw this dilemma as a major challenge. Association president Carol S. Underwood of East Stroudsburg State College and project director Michael A. Sherman of the University of Pittsburgh provided the leadership for the challenge. The result—a conceptual framework of five competency areas which include specific and general competency statements.

The association formed an 11-person task force. During eight months in 1976, this task force met for six days and conducted three one-day workshops for 50 educators, parents and students across the Commonwealth. The results follow below. The association cautions that the competency statements are an initial effort, have not been endorsed by the full association membership and should not replace deliberations about educational goals and objectives on individual college or university campuses. The Department of Education, too, does not endorse these competencies. They're presented for your examination and for hypothesis formation in subsequent research. Note particularly the importance of affective competencies when combined with psychmotor and cognitive competencies for health and physical education.

HP-100* **The teacher designs instructional programs which enable learners to achieve the objectives of health and physical education.**

HP-110 **The teacher, drawing from a wide variety of sources, identifies instructional goals which represent possible learner outcomes in health and physical education. These goals should include:**

HP-111 Lifestyle behaviors, especially those required for personal, community and environmental health, which can be developed through health and physical education.

HP-112 Knowledge and cognitive abilities which can be developed through health and physical education.

HP-113 Affective and interpersonal behaviors which can be developed through health and physical education.

HP-114 Physiological attributes which can be developed through health and physical education.

HP-115 Motor fitness attributes which can be developed through health and physical education.

HP-116 Psychomotor abilities which can be developed through health and physical education.

HP-117 Fundamental movement patterns which can be developed through health and physical education.

HP-118 Creative movement abilities which can be developed through health and physical education.

HP-119 Competitive and leisure forms of physical activity which can be learned through health and physical education.

HP-120 **The teacher selects instructional goals which represent feasible and desirable learner outcomes in health and physical education. These goals should:**

HP-121 Promote development of a healthful, physically active lifestyle.

HP-122 Prepare learners to make decisions and solve problems concerning their own health and physical activity.

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*The first digit represents one of the five principal groups; the second digit represents a sub-group within a principal group. The statements are numbered sequentially within each sub-group.

HP-123 Develop awareness of the myriad of interacting forces, both human and environmental, which influence the quality of life in modern society.

HP-124 Be compatible with the needs, interests, values and capabilities of learners.

HP-125 Be compatible with the needs, interests and values of parents and community persons.

HP-126 Be compatible with the needs, values and expectations of a democratic society.

HP-127 Be compatible with his/her personal philosophy and reflect guidelines established by the teaching profession.

HP-128 Be compatible with guidelines established by the local school district and other educational agencies affiliated with city, state and national governments.

HP-129 Be compatible with the financial, physical and human resources of the local school and community.

HP-130 **The teacher selects and organizes content from the disciplines of health and physical education to promote learner achievement of instructional goals. The content should:**

HP-131 Develop individual behaviors for personal, community and environmental health.

HP-132 Develop knowledge, comprehension, application, analysis, synthesis, evaluation, problem-solving and other cognitive abilities.

HP-133 Develop cooperation, emotional control, respect for others, self-confidence, sportsmanship and other personal attributes prerequisite for productive interpersonal relationships.

HP-134 Develop physique, body composition, physical work capacity and other physiological attributes.

HP-135 Develop agility, balance, endurance, flexibility, power, strength and other motor fitness attributes.

HP-136 Develop accuracy, coordination, kinesthetic awareness, rhythm, timing, visual perception and other psychomotor abilities.

HP-137 Develop supportive, locomotor, object-handling and other fundamental movement patterns.

HP-138 Develop dance, gymnastic and other creative movement abilities.

HP-139 Develop proficiency in aquatics, sports, co-educational activities and lifetime recreational pursuits.

HP-1310 Be organized into comprehensive units, daily lessons and instructional tasks.

HP-1311 Be organized into progressions, sequences and levels of difficulty.

HP-140 **The teacher translates the broad instructional goals of health and physical education into specific instructional objectives within various content areas. The teacher:**

HP-141 Identifies dominant instructional objectives.

HP-142 Using task analysis, identifies subordinate objectives which enable learners to achieve the dominant objectives.

HP-143 Classifies objectives into appropriate behavioral domains.

HP-144 Describes specific behaviors for learners which indicate mastery of objectives.

HP-145 Specifies the conditions under which the desired behaviors will be demonstrated by learners.

HP-146 Specifies how much and/or how well the objective-related behaviors will be demonstrated by learners.

HP-147 Identifies exploratory objectives which will not be subject to formal evaluation.

HP-148 Constructs a learning hierarchy which displays the scope, sequence and inter-relationships of the objectives.

HP-150 **The teacher plans interactive teaching strategies which enable learners to achieve the instructional objectives of health and physical education. These strategies should include:**

HP-151 Concept attainment, guided discovery, inquiry, problem-solving, inductive or other teaching strategies which enable learners to develop productive thinking abilities.

HP-152 Group investigation, jurisprudential, peer, social inquiry or other teaching strategies which enable learners to develop cooperative and democratic behaviors.

HP-153 Awareness, classroom meeting, humanistic, nondirective, synectics, value clarification or other teaching strategies which enable learners to develop creativity, warmth and personal identity.

HP-154 Command, operant conditioning, programmed instruction or other teaching strategies which enable learners to develop specific behaviors through stimulus-response-reinforcement episodes.

HP-155 Strategies, based on information-processing models of skill acquisition, which enable learners to develop various psychomotor responses.

HP-156 Differentiated tasks, independent study activities, performance contracting, self-instructional modules or other strategies which accommodate individual differences and promote self-pacing, self-direction and self-evaluation.

HP-157 Recall, convergent, divergent, value of other questioning strategies which stimulate learners to perform various cognitive operations.

HP-158 Audiovisual presentations, lectures, written materials or other strategies which enable learners to receive information without making immediate overt responses.

HP-160 **The teacher plans for the diagnosis, preassessment and evaluation of learners in health and physical education, selecting or developing instruments to assess:**

HP-161 The physique, body composition, physical work capacity and physiological characteristics of learners.

HP-162 The motor fitness, perceptual abilities and fundamental movement patterns of learners.

HP-163 The dance and creative movement abilities of learners.

HP-164 Learner proficiency in aquatics, gymnastics, and sport skills.

HP-165 The knowledge and intellectual abilities of learners as they relate to health and physical education.

HP-166 The affective, personal and interpersonal behavior of learners.

HP-167 The health attitudes, behaviors and needs of learners.

HP-170 **The teacher plans for formative evaluation of teaching and instructional programs in health and physical education. The teacher:**

HP-171 Specifies the number and type of learners who are reasonably expected to achieve various instructional objectives.

HP-172 Selects or develops reaction surveys to acquire information about learner perceptions of teaching and instructional programs.

HP-173 Selects or develops classroom observation instruments to acquire information about the behavior of teacher and learners during the instructional program.

HP-200 **The teacher implements instructional programs in health and physical education, which have been planned to promote learner achievement of objectives, using verbal and nonverbal behaviors congruent with the selected interactive teaching strategies.**

HP-210 **The teacher diagnoses and preassesses learners to determine their initial status relative to instructional objectives. The teacher:**

HP-211 Collects diagnostic and preassessment data from learners.

HP-212 Summarizes and interprets results of diagnostic and preassessment testing.

HP-213 Prescribes instructional activities based on the entry characteristics of learners.

HP-220 **The teacher clarifies instructional objectives and structures instructional activities for learners. The teacher:**

HP-221 Communicates the general nature of desired instructional objectives and activities using verbal descriptions, written explanations, visual models and/or other transmission modes.

HP-222 Analyzes and describes the critical environmental stimuli and learner responses associated with the instructional activities.

HP-223 Presents directions for executing instructional activities.

HP-224 Describes the equipment, materials and other resources required for the instructional activities.

HP-225 Informs learners about safety hazards and precautions associated with instructional activities.

HP-226 Focuses the attention of learners on criteria for evaluation and strategies of monitoring progress and achievement.

HP-230 **The teacher creates learner interest and motivation for instructional activities. The teacher:**

HP-231 Shows zest and enthusiasm for instructional activities.

HP-232 Announces the relevance and positive values of activity participation.

HP-233 Provides models of goal-related behaviors which result from activity participation.

HP-234 Involves learners in real or simulated instructional activities prior to formal instruction.

HP-235 Specifies the grades and other material rewards for participation and achievement during instructional activities.

HP-240 **The teacher guides, supports and solicits learner responses during execution of instructional activities. The teacher:**

HP-241 Distributes and arranges equipment and materials required for instructional activities.

HP-242 Groups and moves learners from place to place during instructional activities.

HP-243 Stops, starts, paces and sequences instructional activities.

HP-244 Circulates among learners to provide feedback during instructional activities.

HP-245 Spots and provides manual guidance for learners during instructional activities.

HP-246 Observes and analyzes learner performance and collects information which will subsequently be used as feedback.

HP-247 Prompts learner responses by presenting commands, directives, questions, and/or nonverbal cues.

HP-248 Praises and encourages learners for successful approximations of task performance.

HP-249 Challenges and motivates learners to persist in task involvement.

HP-2410 Interacts with learners on an individual basis to help them resolve special problems.

HP-2411 Prescribes adjustments and corrections in the performance of learners.

HP-2412 Stimulates learners to perform more advanced and complex forms of the instructional activities.

HP-250 **The teacher deals with off-task behavior of learners in ways which are consistent with the selected interactive teaching strategies and the instructional objectives of health and physical education. The teacher:**

HP-251 Is aware of what is going on in class at all times.

HP-252 Uses managerial behaviors which keep the lesson flowing without unnecessary interruptions.

HP-253 Deals with more than one problem at the same time.

HP-254 Prompts non-participating learners to become and stay involved in the activities.

HP-255 Holds learners accountable for adherence to established behavior norms, rules and regulations.

HP-256 Stimulates curiosity, enthusiasm and involvement of learners by pointing out the special values and challenge qualities of instructional activities.

HP-257 Changes the quality and/or quantity of instructional activities throughout the lesson.

HP-258 Reacts positively and/or negatively to learners, according to the situation, and ignores mild misbehavior unless it becomes dangerous or disruptive.

HP-260 **The teacher terminates instructional activities and establishes relationships among past, present and future events. The teacher:**

HP-261 Reviews and summarizes significant events.

HP-262 Requests learners to demonstrate their accomplishments.

HP-263 Praises learners for performing their individual roles and responsibilities during class.

HP-264 Conducts novel activities which enable learners to leave class happy, excited and eager to return.

HP-265 Assists learners with clean-up, equipment return and other managerial activities.

HP-266 Announces the coming events for future class.

HP-300 The teacher evaluates learners, teaching strategies and instructional programs in health and physical education in accordance with planned assessment procedures:

HP-310 The teacher evaluates the progress and achievement of learners relative to the instructional objectives. The teacher:

HP-311 Collects progress and achievement data from learners.

HP-312 Summarizes and interprets results of progress and achievement testing.

HP-313 Provides specific feedback to learners which contains descriptive information about their performance.

HP-314 Provides prescriptive feedback to learners which enables them to correct their performance.

HP-315 Provides feedback so that learners receive information shortly after performance.

HP-316 Directs feedback at appropriate individuals, small groups and/or the entire class.

HP-317 Withholds feedback until learners have had time to interpret their own performance.

HP-320 The teacher uses a variety of methods for grading the progress and achievement of learners. The teacher:

HP-321 Uses criterion-referenced evaluation, when appropriate, and assigns grades based on mastery of instructional objectives.

HP-322 Uses norm-referenced evaluation, when appropriate, and assigns grades based on learner status relative to others in the class.

HP-323 Uses self-referenced evaluation, when appropriate, and assigns grades based on absolute or relative improvement.

HP-330 **The teacher conducts formative evaluation of instructional programs. The teacher:**

HP-331 Identifies discrepancies between actual and desired learner achievement of instructional objectives.

HP-332 Uses data from classroom observation instruments, learner reaction surveys and other sources to identify possible reasons for lack of learner achievement.

HP-333 Revises interactive teaching strategies and other components of instruction based on results of formative evaluation.

HP-400 **The teacher provides opportunities for learners to make critical decisions about their own health and physical education programs.**

HP-410 **The teacher permits learners to assume full or partial responsibility for planning their own health and physical education programs by encouraging learners to:**

HP-411 Select their own instructional goals, activities, equipment and materials.

HP-412 Select or develop instruments for diagnosis, preassessment and evaluation.

HP-413 Select methods of grading progress and achievement.

HP-420 **The teacher permits learners to assume full or partial responsibility for structuring their own learning environments in health and physical education by encouraging learners to:**

HP-421 Determine their initial status relative to instructional objectives.

HP-422 Determine their own reasons and rewards for activity participation.

HP-423 Identify their own criteria for achievement of instructional objectives.

HP-424 Obtain their own instructional equipment, media and materials.

HP-425 Select their own groups and locations for activity.

HP-430 **The teacher permits learners to assume full or partial responsibility for guiding and supporting their own activities in health and physical education by encouraging learners to:**

HP-431 Start, stop, pace and sequence their own activities.

HP-432 Spot and provide manual guidance for their peers.

HP-433 Give and accept assistance during interaction with their peers.

HP-434 Praise, challenge and motivate their peers.

HP-440 **The teacher permits learners to assume full or partial responsibility for self-management and resolution of off-task behavior problems in health and physical education by encouraging learners to:**

HP-441 Establish behavior norms, rules and regulations.

HP-442 Practice self-management behaviors such as taking attendance, organizing class, arranging equipment or getting into activity formations.

HP-443 Identify and resolve their own personal and interpersonal behavior problems.

HP-444 Maintain records of their own managerial behavior.

HP-450 **The teacher permits learners to assume full or partial responsibility for evaluation and revision of their health and physical education programs by encouraging learners to:**

HP-451 Exchange feedback with peers based upon observation and analysis of performance.

HP-452 Assess their own progress and achievement.

HP-453 Evaluate their own performance and identify problems which restrict progress and achievement.

HP-454 Prescribe their own performance adjustments and corrections.

HP-460 **The teacher permits learners to assume full or partial responsibility for establishing relationships among past, present and future events in health and physical education by encouraging learners to:**

HP-461 Review and summarize instructional activities.

HP-462 Demonstrate and share their accomplishments.

HP-463 Initiate exploratory and challenging activities at the end of class.

HP-464 Formulate their own homework and study assignments.

HP-465 Suggest coming events for future classes.

HP-500 **The teacher provides a wide range of professional services to support the design, implementation, evaluation and revision of instructional programs in health and physical education.**

HP-510 **The teacher cooperates in establishing and executing administrative policies and procedures to support the total health and physical education program. The teacher:**

HP-511 Makes budgetary recommendations to support instructional and extracurricular programs.

HP-512 Plans for the purchase, care and utilization of equipment, materials and supplies.

HP-513 Develops and maintains records about the characteristics, achievement and behavior problems of learners.

HP-514 Uses an efficient system for accident reporting and follow-up.

HP-515 Insures that learning environments are conducive for the health, safety and optimal learning of students.

HP-516 Interprets program goals and activities to learners, colleagues, administrators, parents and community persons.

HP-520 **The teacher provides student personnel services. The teacher:**

HP-521 Encourages learners to seek private help.

HP-522 Identifies learners who may require personal counseling and, when appropriate, refers them to support services within the school and community.

HP-523 Follows through to determine wheher learners' problems have been resolved as a result of counseling.

HP-524 Encourages learners to make personal value judgements.

HP-525 Encourages learners to identify the consequences of their personal behavior.

HP-526 Helps learners commit themselves to the study and improvement of personal behavior.

HP-527 Holds learners to their commitments and avoids accepting excuses when such commitments are broken.

HP-528 Considers learners worthwhile people in spite of their personal problems.

HP-530 **The teacher designs and conducts special learning opportunities, in addition to the instructional program, which accommodate the unique needs, interests and capabilities of learners. The teacher:**

HP-531 Conducts programs for "exceptional" learners who are unable to participate in the regular instructional program.

HP-532 Conducts intramural programs which are appropriate for the developmental characteristics of learners and consistent with the philosophy of the local school district.

HP-533 Conducts programs of recreation and outdoor education which are appropriate for the developmental characteristics of learners and consistent with the philosophy of the local school district.

HP-534 Conducts competitive interscholastic athletic programs which are appropriate for the developmental characteristics of learners and consistent with the philosophy of the local school district.

HP-535 Conducts special interest group programs which are appropriate for the developmental characteristics of learners and consistent with the philosophy of the local school district.

HP-540 **The teacher works cooperatively with colleagues and school administrators within the total school environment. The teacher:**

HP-541 Uses the various support services which are available within the school setting.

HP-542 Maintains rapport with colleagues based on respect and mutual understanding.

HP-543 Participates in making decisions about curricular objectives, activities, policies and management techniques.

HP-544 Exhibits friendly and cooperative behavior when interacting with non-teaching members of the school staff.

HP-545 Collaborates with colleagues to plan in-service and continuing education programs of mutual interest.

HP-546 Functions effectively in group situations which require democratic decision-making.

HP-550 **The teacher works cooperatively with parents and community groups to design, implement, evaluate and revise health and physical education programs. The teacher:**

HP-551 Helps parents and community persons understand the curricular goals, activities, policies and management techniques.

HP-552 Invites parents and community persons to assist learners with their instructional activities in the home and other non-school settings.

HP-553 Encourages parents and community persons to express their ideas and feelings about the health and physical education program.

HP-554 Conducts private conferences with parents to discuss the progress, achievement and problems of their children.

HP-555 Encourages parents and community persons to share their expertise in various aspects of the health and physical education program.

HP-556 Uses resources and services which are available from various governmental, health and recreation agencies in the community.

HP-557 Serves as a consultant to community groups conducting health and physical education programs for children, youth and adults outside the school environment.

HP-560 **The teacher participates in activities which promote the continuous development of self and the teaching profession. The teacher:**

HP-561 Conducts research in school settings which generates new knowledge about the nature, determinants and consequences of interactive teaching behavior.

HP-562 Develops innovative programs, equipment, materials and interactive teaching strategies.

HP-563 Shares research and development findings with other members of the profession by publishing articles, presenting programs at professional meetings and providing consultation services.

HP-564	Promotes and participates in the activities of professional organizations.
HP-565	Keeps abreast of current research and teaching innovations.
HP-566	Works cooperatively with teacher education institutions.
HP-567	Uses feedback from learners, colleagues and classroom observation instruments to identify personal strengths and weaknesses and formulate plans for professional self-development.
HP-568	Is willing to re-examine personal behavior and values and, if necessary, change them for the benefit of learners and significant others.

Chapter VIII

Industrial Arts, K-12

Kids. Consumers. Creators. Young people graduating from our schools face arrays of new products to buy, new technologies to understand and needs for creative expression. The Industrial Arts Association of Pennsylvania confronted these needs and proposed its recommendations for the industrial arts teacher's specialized competencies. Thirty-two statements of teacher competencies for power technology, industrial materials, visual communications and professional skills were recommended.

Project coordinator Ronald L. Koble from the Pennsylvania State University faculty led this association project. From across the Commonwealth over 250 lay persons, industrial arts educators and teacher educators were involved in some significant ways. Three state regional workshops were coordinated in May, 1976, by Penn State's John M. Shemick, and association support was provided by president Gary L. Bowman of the Neshaminy School District. As a final check, all statements were reviewed during validation-vertification sessions at the association's annual conference.

The department and association present these competency statements for examination by educators. Compare your own preparation or your institution's program, with the advice offered by the association. Publication of this inventory is not an endorsement by the Department of Education.

A. *Professional*

IA-10* **Industrial arts programs should provide students learning experiences that will help them develop realistic career goals, become discriminating consumers, and use industrial arts in avocational pursuits. Therefore, industrial arts teachers will demonstrate:**

IA-11 Awareness of the need for and knowledge of strategies to provide consumer-oriented experiences for students.

IA-12 Knowledge of and awareness of the importance of strategies for establishing contact with community resources and utilizing them in the instructional program.

IA-13 Knowledge of careers related to the instructional areas in industrial arts.

IA-14 Ability to plan and provide students with experiences that will lead to understanding the career opportunities available in industry.

IA-15 Ability to use materials, processes, and tools to assist students in the pursuit of avocational interests and career goals.

IA-16 Exemplary craftsmanship in their work and appreciation for craftsmanship in the work of others.

IA-20 **Industrial arts programs are conducted in laboratory settings where safety, order and maintenance are important. Therefore, the industrial arts teacher will demonstrate the ability to maintain a safe and orderly environment, including:**

IA-21 Use of sound management principles applied to tools, materials and equipment, as well as in the personnel aspect of program and class operation.

IA-22 Understanding and application of accepted safety standards.

IA-23 Understanding and application of accepted laboratory planning standards.

IA-24 Understanding of the legal aspects of the industrial arts teacher's role, especially concerning health, safety and first aid in accident situations.

IA-30 **Industrial arts programs should provide pupils a knowledge of the**

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*The first digit represents one of seven principal groups; the statements are numbered sequentially within each group.

function of industrial systems and industrial organizations, as well as an awareness of the societal and environmental implications of technology. Therefore, the industrial arts teacher will demonstrate:

IA-31 Understanding of the history of industry and technology.
IA-32 Understanding of the societal impact of technological developments.
IA-33 Knowledge of the types of industrial systems and organizations, and of management functions.
IA-34 Knowledge of research and development, marketing, production planning and production activities.

IA-40 **Industrial arts teachers are responsible for developing and implementing suitable programs of instruction for their assigned areas and/or grade levels and ability levels. Therefore the industrial arts teacher will demonstrate:**

IA-41 Ability to analyze existing curricula in industrial arts and use appropriate components in the synthesis of functional curriculum and teaching plans to meet specific pupil and/or program needs.
IA-42 Knowledge of historical, contemporary and exemplary industrial arts programs.

B. *Industrial Materials*

IA-50 **Industrial arts deals with the use of materials, processes and tools in a technological society. Therefore, the industrial arts teacher will be able to:**

IA-51 Demonstrate a knowledge of the historical and future use of materials.
IA-52 Demonstrate a knowledge of the physical and chemical characteristics of materials used in industry.
IA-53 Identify and select appropriate materials for specific applications, including forest products, metallics, plastics, ceramics, leather, textiles and others.
IA-54 Demonstrate a knowledge of material sources and their primary processing.
IA-55 Demonstrate the safe operation of tools, machinery and equipment used in the industrial material processes of separating, forming, combining and conditioning.

IA-56 Evaluate, organize and implement different production techniques such as mass, line and custom.

IA-57 Apply principles of design in changing industrial materials to useful products.

C. *Visual Communications*

IA-60 **Industrial arts deals with the techniques of graphic visual communications and their utilization in a technological society. Therefore, the industrial arts teacher will be able to:**

IA-61 Demonstrate a knowledge of the historical and future applications of visual communications.

IA-62 Demonstrate a knowledge of materials, processes and equipment used in the areas of technical drawing, photography and graphic arts.

IA-63 Operate safely tools, machinery and equipment used in the area of visual communications.

IA-64 Demonstrate, evaluate and use the processes of planning, layout and design, image generation, graphic reproduction and finishing.

D. *Power Technology*

IA-70 **Industrial arts deals with the principles, technology and utilization of energy in a technological society. Therefore, the industrial arts teacher will be able to:**

IA-71 Demonstrate a knowledge of the historical and future applications of the principles of power.

IA-72 Demonstrate a knowledge of the sources of energy: geothermal, nuclear, solar and mechanical.

IA-73 Explain the theory and demonstrate the operation of power generating, transmission and control systems.

IA-74 Demonstrate and evaluate energy consuming devices.

IA-75 Apply accepted safety practices and principles which pertain to power generation, transmission, control and use.

Chapter IX

Music, K-12

Four specializations—one certificate. That's a problem! Thirty-five teachers and teacher educators spent six days discussing this. Pre-service preparation expectations finally converged with job expectations.

Pennsylvania State University project co-directors Warren E. George and J. David Boyle and three faculty colleagues facilitated discussion. Participants from across the Commonwealth formed small groups around the special interest areas of general elementary, general secondary, choral and instrumental music education. Discussion was restricted to competencies actually used. What should be the content of pre-service preparation program? That was off limits!

Creation of useful categories for organizing the competency statements was a significant project bonus. Three category systems were attempted. Two were abandoned. The participants settled on 10 basic categories—analysis/composition, musical repertoire, major performance area, use of the piano, singing/voice, secondary/ancillary instruments, conducting/rehearsal techniques, philosophy/curriculum development, instruction and administration/public relations. The general and special interest competencies essential for all music teachers were sorted into these 10 categories. Important but non-essential competencies were sorted out and are presented after the essential competencies.

Publication of this list of competencies is not an endorsement by the Pennsylvania Department of Education. The project co-directors hope you'll examine the statements and your program carefully. Drs. George and Boyle believe that the inventory is a valid inventory of competencies needed for teaching music in elementary and secondary schools, for it was written by a representative sample of music teachers in Pennsylvania schools and it reflects their experiences, beliefs and values. Absent from the inventory is an explicit commitment to aesthetic education through music. This, caution the co-directors, comes through continued self-growth as a musician, teacher and human being.

A. *All Music Teachers*

1. *Analysis/Composition*

MU-0101* Provide accurate melodic and rhythmic notation for thematic materials through aural analysis.

MU-0102 Aurally analyze the structural form of a broad repertoire of musical compositions representing a wide variety of styles and cultures, including standard classical and current popular musical literature.

MU-0103 Visually analyze the structural form of a broad repertoire of musical compositions representing a wide variety of styles and cultures, including standard classical and current popular musical literature.

MU-0104 Arrange and adapt music, consistent with the provisions of the copyright law, from a variety of sources to meet the needs and ability levels of students in particular music classes and performance groups.

MU-0105 Devise and use nontraditional systems of notation.

2. *Musical Repertoire*

MU-0206 Identify and locate representative recordings and scores from past and present cultures which are examples of historical and cultural musical styles.

MU-0207 Identify and locate representative recordings and scores from past and present cultures which are examples of various musical elements.

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*The first two digits represent one of the 10 basic categories. All statements are numbered sequentially from 1 through 60, across the 10 categories and the general and four special interest areas.

3. *Major Performance Area*

MU-0308	Perform artistically and sight-read fluently in at least one performance medium.

4. *Use of the Piano*

MU-0409	Play the piano with sufficient skill and musicianship to support all aspects of the (general elementary, general secondary, choral or instrumental) music program.

5. *Singing/Voice*

MU-0510	Demonstrate acceptable vocal performance by singing throughout his/her range with accurate pitch, intonation and rhythm, and appropriate expression, tempo, diction and tone quality.

6. *Secondary/Ancillary Instruments*

MU-0611	Demonstrate care and maintenance of musical instruments and related equipment necessary for his/her area of teaching specialization.

7. *Conducting/Rehearsal Techniques*

MU-0712	Establish, articulate and defend the criteria used in the selection of students for various performance ensembles.
MU-0713	Establish and clearly communicate rehearsal objectives and organize and properly pace the rehearsal.
MU-0714	Perform the standard patterns of conducting in various meters, with and without the baton, including the functional and independent use of each hand.
MU-0715	Conduct musical groups of various sizes and of various combinations of chorus, band and orchestral instruments and classroom instruments.
MU-0716	Identify potential performance problems and devise strategies to facilitate successful performance, given a musical score and knowledge of the limitations of a particular class or performing group.
MU-0717	Identify and correct discrepancies between the performance and notation of the musical score commensurate with his/her area of teaching specialization.
MU-0718	Interpret and convey to students the stylistic and expressive qualities of the musical score, including nontraditional notations.

8. *Philosophy/Curriculum Development*

MU-0819	Effectively communicate a basic philosophy of music education which demonstrates an understanding of music's unique role in the total development of the child.
MU-0820	Outline a balanced music program (K-12) for elementary and secondary schools and plan and implement a music curriculum within his/her area of teaching specialization.
MU-0821	Write a lesson plan which includes instructional objectives and plan and organize individual and/or class projects.

9. *Instruction*

MU-0922	Demonstrate an understanding of the relationships among the cognitive, affective and psychomotor domains as they apply to the musical development of children.
MU-0923	Identify stages of learning with respect to the development of musical concepts and select materials and strategies commensurate with the student's level.
MU-0924	Provide musical experiences based on an understanding of the child's characteristics, abilities and needs at various stages of development.
MU-0925	Demonstrate sufficient flexibility to deal effectively with unanticipated musical observations and curiosities of the students.
MU-0926	Establish criteria and procedures for evaluations of student musical achievement.
MU-0927	Establish, articulate and defend criteria used for the selection of musical materials.
MU-0928	Operate such electronic equipment as is necessary for the instructional program (e.g., tape recorder, phonograph and small sound synthesizer).

10. *Administration/Public Relations*

MU-1029	Develop procedures for proper budgeting, procurement, maintenance and replacement of all instructional materials, equipment and musical instruments necessary for his/her area of teaching specialization.

MU-1030 Establish and maintain a positive working rapport, including the communication of program objectives, with students, teachers, administrators, parents and the community.

MU-1031 Plan for rehearsal schedules, student trips and ancillary aspects of public performances.

B. *Elementary (General) Music Teachers*

1. *Analysis/Composition*

MU-0132 Improvise and create musical structures using a variety of sound sources.

2. *Musical Repertoire*

MU-0233 Discuss and demonstrate similarities and differences in the various elements which comprise art works and make stylistic comparisons between music and various other arts from several historical periods and ethnic cultures.

3. *Major Performance Area*
See MU-0308

4. *Use of the Piano*
See MU-0409

5. *Singing/Voice*

MU-0534 Demonstrate a basic understanding of the physical properties involved in, and related to, vocal production.

MU-0535 Recognize individual differences in the developmental process of the singing voice and the limitations present during the various stages, and help the student correct individual vocal problems.

6. *Secondary/Ancillary Instruments*

MU-0636 Demonstrate proficiency in playing various melody, chording and percussion instruments, (e.g., autoharp, guitar, melody bells, xylophones, metallophones, hand drums, claves and bongo drums).

7. *Conducting/Rehearsal Techniques*

MU-0737 Provide choral ensemble experiences appropriate to the needs and abilities of the students.

MU-0738 Teach students basic conducting patterns as a means for developing an understanding of musical elements.

8. *Philosophy/Curriculum Development*
   See MU-0819 to 0821
9. *Instruction*

MU-0939 Provide a well-balanced program in which a child can function as composer-arranger, listener, performer, critic (evaluator) and investigator.

MU-0940 Plan and provide aural experiences based on the obvious and essential characteristics of a musical composition.

10. *Administration/Public Relations*
    See MU-1029 to 1031

C. *Secondary (General) Music Teachers*

1. *Musical Analysis/Composition*
   See MU-0132
2. *Musical Repertoire*
   See MU-0233
3. *Major Performance Area*
   See MU-0308
4. *Use of the Piano*
   See MU-0409
5. *Singing/Voice*
   See MU-0534
6. *Secondary/Ancillary Instruments*
   See MU-0636
7. *Conducting/Rehearsal Techniques*
   See MU-0738
8. *Philosophy/Curriculum Development*
   See MU-0819 to 0821

9. *Instruction*
   See MU-0939
10. *Administration/Public Relations*
   See MU-1029 to 1031

D. *Choral Music Teachers*

1. *Analysis/Composition*
   See MU-0101 to 0105
2. *Music Repertoire*
   See MU-0206 to 0207
3. *Major Performance Area*

MU-0341 Identify and correct performance problems and select instructional materials and performance literature through advanced levels for his/her major performing medium.

4. *Use of the Piano*

MU-0442 Play written choral accompaniments and accompaniments to instrumental or vocal solos of medium difficulty in rehearsal or performance.

MU-0443 Play two, three and four part open scores of medium difficulty.

5. *Singing/Voice*
   See MU-0534 to 0535

MU-0544 Can audition and classify voices.

6. *Secondary/Ancillary Instruments*
   See MU-0611
7. *Conducting/Rehearsal Techniques*

MU-0745 Prepare accompanists for rehearsal and concert performance.

8. *Philosophy/Curriculum Development*
   See MU-0819 to 0821
9. *Instruction*

MU-0946 Interpret choral literature in terms of its historical, social and cultural perspectives.

MU-0947	Plan a musical program effectively in terms of style, tempi, key relationships, programmatic theme, length, vocal demands, and historical, social, regional and cultural interests.
MU-0948	Select and produce staged choral concerts, musical theatre productions and related arts presentations on the basis of appropriateness of theme and text and the capabilities and interests of the students.

10. *Administration/Public Relations*

MU-1049	Develop procedures for the recruiting of students for the choral music program.

E. *Instrumental Music Teachers*

1. *Analysis/Composition*
   See MU-0101 to 0105
2. *Music Repertoire*
   See MU-0206 to 0207
3. *Major Performance Area*

MU-0350	Identify and correct performance problems and select instructional materials and performance literature through advanced levels for his/her major performing medium.

4. *Use of the Piano*

MU-0451	Provide functional piano accompaniments for melodies or exercises played by beginning instrumentalists and for beginning and intermediate level solos.

5. *Singing/Voice*
   See MU-0510
6. *Secondary/Ancillary Instruments*

MU-0652	Guide student selection of instruments for suitability and quality.
MU-0653	Teach beginner and intermediate level students on all band and orchestral instruments, demonstrating beginning level performance (e.g., Book I of *First Division Band Method* and *Belwin String Builder)*, and identifying and correcting performance problems and errors.

MU-0654 Effect minor repairs and adjustments on all band and orchestral instruments.

MU-0655 Select instructional and performance materials for all band and orchestral instruments for beginning through intermediate levels.

7. *Conducting/Rehearsal Techniques*

MU-0756 Organize and supervise ensembles using popular music instrumentations and include electronic musical instruments in standard and non-traditional ensembles where appropriate.

8. *Philosophy/Curriculum Development*
See MU-0819 to 0821

9. *Instruction*

MU-0957 Plan a musical program effectively in terms of style, tempi, key relationships, programmatic theme, length, physical and technical demands and historical, social, regional and cultural interests.

MU-0958 Demonstrate knowledge of basic marching techniques and plan and chart balanced marching band shows.

MU-0959 Select music appropriate for band, orchestra and other ensembles at all levels of the school instrumental program.

10. *Administration/Public Relations*

MU-1060 Develop procedures for the recruiting of students for the instrumental program.

Competencies Considered Valuable, But Not Essential

A. *Competencies for All Music Teachers*

3. *Major Performance Area*
   The music teacher can perform from memory, perform "by ear" and improvise in several styles, in at least one performance medium.

B. *Elementary (General) Music Teachers*

6. *Secondary/Ancillary Instruments*
   The teacher of elementary general music can demonstrate sufficient performance skills to play melodies on one instrument from each of the woodwind, string, brass, keyboard and mallet percussion families.

9. *Instruction*
   The teacher of elementary general music can demonstrate familiarity with materials and pedagogy for beginning piano and guitar instruction in group lessons.

   The teacher of elementary general music can stage and choreograph small, informal musical-dramatic productions.

C. *Secondary (General) Music Teachers*

6. *Secondary/Ancillary Instruments*
   See B, 6 above.

9. *Instruction*
   See B, 9 above.

D. *Choral Music Teachers*

4. *Use of the Piano*
   The teacher of choral music can transpose easy music of a homophonic nature.

5. *Singing/Voice*
   The teacher of choral music can demonstrate a fundamental knowledge of the major languages necessary for the performance of vocal and choral literature.

6. *Secondary/Ancillary Instruments*
   The teacher of choral music can demonstrate a basic knowledge of instruments and their use in vocal/choral literature.

10. *Administration/Public Relations*
    The teacher of choral music can demonstrate an awareness of various possibilities for fund-raising.

E. *Instrumental Music Teachers*

4. *Use of the Piano*
   The teacher of instrumental music can use the piano as a tool for studying the harmonic structure of compositions and can demonstrate simple harmonic progressions in compositions being rehearsed.

10. *Administration/Public Relations*
    See D, 10 above.

Chapter X

Special Education (Mentally and/or Physically Handicapped), K-12

Diagnose and prescribe! Diagnose and prescribe! That's the work of a special education teacher, says a statewide group of 40 teachers, teacher educators, special education administrators, students and parents. They were charged with identifying competencies for teaching all handicapped learners except those with vision and hearing handicaps.

Two and a half days of deliberation produced the competency list. A pair of educators—a philosopher and an elementary education expert—critiqued it. The list was revised; the group was questioned about the revisions. Project director Kenneth G. Vayda of Clarion State College reported these results.

The profession's views on special education certification are important background information. Pennsylvania had separate certificates for each learning disability until 1976. As early as 1969 educators discussed the merits of a single, comprehensive special education certificate. Yet, the department followed the then prevailing concensus—a certificate for each disability—and developed preparation program standards accordingly. The 1973 Professional Standards Committee revived discussion about broader certification. The expressed opinion of educators shifted and a more comprehensive certificate was requested. The department began to write preparation program standards and, in 1976, a comprehensive special education certificate became available. This certificate entitles one to teach mentally retarded, emotionally disturbed, physically handicapped and brain injured/learning disabled children.

Read the list of competencies carefully. Judge for yourself whether they adequately describe the competencies of the beginning teacher who must be able to work with children having diverse learning handicaps. Of course, this publication of the list does not represent its endorsement by the department.

A final word—be sure to read the criteria used by the elementary education specialist and the philosopher to determine whether or not a competency statement was generic. These tests are described after the competency list.

A. *Foundations of Special Education*

1. *Nature and Needs of Exceptional Persons*

SE-101* Demonstrates awareness of pertinent events and persons contributing social attitudes toward exceptional persons.

SE-102 Demonstrates awareness of legal, medical and educational definitions relative to exceptional persons and conditions.

SE-103 Demonstrates awareness of the incidence of exceptionalities and classification systems used with exceptional persons.

SE-104 Demonstrates awareness of concepts of developmental variance in the cognitive, affective and psychomotor domains.

SE-105 Demonstrates awareness of processes useful in diagnosing exceptionalities.

SE-106 Demonstrates awareness of the etiologies and syndromes characterizing exceptionalities.

SE-107 Demonstrates awareness of educational and therapeutic processes useful in the rehabilitation of exceptional persons.

2. *Effective and Facilitative Human Relations Skills*

SE-208 Develops a rationale for and uses effective and facilitative verbal and non-verbal communication.

SE-209 Demonstrates ability to apply group problem-solving approaches to instructional decision-making.

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*The first digit represents one of the sub-groups; all statements are numbered sequentially across the groups.

SE-210 Demonstrates ability to establish and maintain rapport with learners and peers.

SE-211 Uses audio and video technology to prepare behavioral documentation of interaction with learners.

SE-212 Applies selected social-emotional interaction analyses to behavioral observation documentation.

SE-213 Demonstrates intellectual awareness of and sensitivity to the cultural diversity of our schools and society.

B. *Diagnosis, Prescription and Instructional Technology*

1. *Appraisal of Learner Achievement*

SE-114 Uses statistical concepts of central tendency (means, modes and medians) and of variability (standard deviations and percentiles) to interpret distributions of test scores.

SE-115 Computes mental age and grade-level expectancy from intelligence test data.

SE-116 Administers, scores and interprets the relevance of the findings of selected formal and informal educational diagnostic and achievement tests.

SE-117 Develops criterion-referenced pre- and post-tests for all areas of instruction.

2. *Diagnosis of Learner Behaviors (expectancies, values, goals) and Relevant Learning Conditions*

SE-218 Analyzes learner behavior using an information-processing model to determine the relative efficiency of the various modalities.

SE-219 Assesses the social functioning of learners using case study, interview, observation and inventory techniques.

SE-220 Performs as a member of a child study team in diagnosing needs of exceptional persons.

SE-221 Prescribes, programs and implements instruction for exceptional children, using the findings of a child study team and/or psychologist.

3. *Development, Implementation and Evaluation of Instructional Delivery Systems*

SE-322 Defines educational goals for each learner in all areas of instruction.

SE-323 Performs task analyses and formulates objectives to achieve the stated goals.

SE-324 Assembles terminal and enabling objectives into clusters, continuums and models.

SE-325 Constructs a storage and retrieval system for the instructional program.

SE-326 Employs a rationale for analyzing, selecting or constructing specified instructional materials.

SE-327 Demonstrates familiarity with the purposes, processes and materials from the Pennsylvania Special Education Instructional Resource Centers.

SE-328 Designs learning centers and stations for implementation of learning in all areas of instruction.

4. *Guiding Individualized Learner's Activities*

SE-429 Organizes, implements and evaluates an instructional program in the area of perceptual-motor processes.

SE-430 Organizes, implements and evaluates an instructional program in the area of self-help/self-care (independent living).

SE-431 Organizes, implements and evaluates an instructional program in the areas of listening, speaking and reading.

SE-432 Organizes, implements and evaluates an instructional program in the areas of spelling and handwriting.

SE-433 Organizes, implements and evaluates an instructional program in the area of mathematics.

SE-434 Organizes, implements and evaluates an instructional program in the area of social learnings.

SE-435 Organizes, implements and evaluates an instructional program in the area of vocational preparation.

SE-436 Establishes in the classroom a social-emotional climate that is learner-supportive rather than based upon aversive control.

SE-437	Uses humane and effective classroom management strategies which enhance the development of learner's self-concepts.

5. *Legal/Regulatory Functions Affecting Teaching, the Schools and Education/Rehabilitation Programs*

SE-538	Identifies in school code and law those provisions which are essential to the rights and responsibilities of exceptional persons.
SE-539	Identifies in school code and law those provisions which are essential to the rights and responsibilities of teachers.
SE-540	Obtains a teaching certificate and recognizes the scope and limitations of the certificate.
SE-541	Demonstrates familiarity with teacher tenure conditions and the process for obtaining tenure.
SE-542	Demonstrates familiarity with the teacher retirement system of Pennsylvania and recognizes the major tenets of the retirement process.
SE-543	Demonstrates familiarity with the elements/processes crucial to obtaining employment as a teacher.
SE-544	Demonstrates familiarity with the major professional teacher organizations, their effects upon education and their relationships within local, state and national systems.
SE-545	Demonstrates familiarity with the major professional associations for special educators, their effects upon education and their relationships within local, state and national systems.
SE-546	Demonstrates familiarity with the administrative organization of special education programs and services in the schools.

Three Tests for a Competency to be Generic

PaCBE consultants Gary K. Clabaugh (associate professor of education at LaSalle College) and Paul E. Beals (professor of elementary education at Shippensburg State College) were asked by Dr. Vayda to critique the competency draft developed by the state-wide group. This review was designed to obtain nonspecial educator opinion about the generic (i.e. non-categorical special education) character of the project's competency list. In providing an opinion, Drs. Clabaugh and Beals developed the following three tests to determine whether a competency is generic. The project's director and state-wide group was not obligated to accept the consultants' opinion. Incidentally, these three tests may be useful in evaluating lists of generic teaching competencies such as the Generic 66 *and generic competencies within specialized areas such as the sciences, social studies and communication.*

The central problem with the "Topical Index of Tentative Teaching Competencies in Special Education" [the state-wide group's initial list] involves the fundamental question of whether these competencies are generic to special educators. To be truly generic, any list of competencies must contain those competencies which are both necessary and sufficient to perform the given task.

The Test of Necessity. To satisfy the test of necessity, one must ask if the competency listed is so crucial that its absence would constitute a *prima facie* case of incompetence. Consider [the initial list] item 1, "States the attitudes and treatment of the mentally retarded and mentally ill by the Spartans, during the Middle Ages and during the Protestant Reformation."* If this competence were truly generic, the special educator who knew nothing about Sparta would be incompetent. Such a contention is obviously false.

The Test of Sufficiency. To satisfy the test of sufficiency, one must ask whether the complete list of specific competencies is descriptive of the entire repertoire of competencies common to all capable special educators. Due to the enormous complexity involved in the act and enterprise of teaching, it is doubtful if a truly sufficient list of generic competencies for special educators is at hand. Be that as it may, any attempt to create generic competencies must be an approximation of this long-range goal.

Level of Specificity. [Competency statements should not be] highly specific and thus make the addition of competencies formidable and forbidding. For example, it seems reasonable to claim that no special educators would be truly competent if they did not understand that the western cultural heritage has given rise to attitudes toward children with exceptionalities which currently influence the child's self-concept, the parent's attitudes and feelings toward themselves and the child, the level of funding for special education and so on, *ad infinitum*. But to suggest that such an understanding can only be achieved by being able to "state the attitudes and treatment of the mentally retarded and mentally ill by the Spartans during the Middle Ages and during the Protestant Reformation" is obviously wrong-headed. If this competency's implicit goal is to develop an awareness of the limitations imposed on special education by the impact of culture, then that is what should have been stated.

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*This statement and others referred to in the Clabaugh/Beals review were developed by the project and were part of the initial list.

Chapter XI

Elementary School Principal

The elementary school principal gets it all together, says a group of 25 after four full days of discussion. So does the secondary school principal! The only differences are size, priorities, complexity of structural arrangements and time.

Yet, the Pennsylvania Department of Education offers two principal certificates—one for the elementary grades and one for the secondary grades. (See Chapter XII for the results of an independent project's investigation of secondary school principal competencies).

The group that met at Edinboro State College developed a list of specialized competencies for an elementary school principal. Project coordinator Merton J. Merring assembled lay persons and educators representing six education professions to give meaning to the elementary school principal's role. They started from three definitions of principal, sample job descriptions, state standards and U.S. Civil Service descriptions of managerial skills/competencies and wrote the competency statements below. They sought no concensus on a list—not even a majority vote—but, these competencies were frequently referred to by the group as competency examples for an elementary school principal.

Three subgroups met as part of the project to independently develop three perspectives from the three definitions of principal. All perspectives contributed to the competency examples. Because they're a significant part of the project, look for them at the end of the competency list.

Publication of the list of competencies by the department is not an endorsement. Study the list critically. Compare the competencies with real-world demands of schools. Measure them against your own concept of an elementary school principal's competencies.

The elementary school principal

EP-01* Shows evidence of a strong conceptual base as well as high-level technical and human skills in dealing with people and things.

EP-02 Grasps a situation, thinks clearly and develops a correct and logical conclusion.

EP-03 Plans and organizes well, directs others effectively and obtains cooperation in managing both the educational and support services of a school.

EP-04 Analyzes the various components and relationships existing in the school setting, sees strengths and weaknesses and evaluates the setting in terms of objectives.

EP-05 Contributes to the development of objectives, policies and programs of the total school as well as shows skill in implementing objectives, policies and programs that have been adopted.

EP-06 Selects and develops strong staff.

EP-07 Uses resources economically and effectively.

EP-08 Seeks to blend institutional and personal goals into mutually acceptable goals which are reflected in purposeful and positive behavior patterns of staff members.

EP-09 Establishes and maintains appropriate problem-solving, decision-making, communication and implementation procedures and relationships.

EP-10 Works for, and obtains from, the various publics who comprise the school community support and desirable interaction.

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*The statements are numbered sequentially.

EP-11	Has a keen sense of awareness and sensitivity to unmet needs of the school and has the willingness to do something about them.
EP-12	Functions with competence, enthusiasm and the spirt of learning and inquiry, and encourages others to do the same.
EP-13	Respects individuality in self and others but operates within the framework of constitutions, laws, judicial decisions and administrative directives.
EP-14	Has a consistent leadership style, made clear through words and action that stimulate, support, encourage and aid individual and staff improvement of instruction.

The Elementary School Principal: Three Perspectives

*Perspective I**

Definition. An elementary school principal is a person whose major responsibilities involve the purposeful integration and direction of resources to produce effective learning consistent with current and emerging goals of a school district.

1. "Purposeful" is intended to mean "not random" or "not capricious."
2. By "purposeful integration" is meant the weaving together of resources as instruments to affect the learning of the child. Personal goals and organizational goals are so interlaced that the one set affects the other.
3. By "purposeful direction" is meant "ability to manipulate the resources as required in a particular situation."
4. "Resources" refers to anything that can be used to affect the learning of children. For instance, "resources" includes professional and non-professional staff members, the board, the community, the children, the parent, the principal himself/herself, goals, the physical plant, books, audio-visual equipment and courses of study.
5. "Effective learning" means positive change in students, teachers and members of the community in the affective, cognitive and psychomotor areas.
6. "School district" includes the total school community—tax payers, the board of education, employees, parents and students.

Guidelines for Writing Elementary School Competencies.

1. Competencies of elementary school principals should be specified to give guidance to selection, training and evaluation.
2. Competencies are valid only to the extent that they can be logically related to a stipulated definition of "elementary school principal."
3. Competencies should be stated conceptually because it is impossible to specify all the situations in which the elementary school principal may be involved administratively.
4. A distinction should be made between "enabling" and "terminal" competencies. The ultimate test of administrative competencies should always be measured in terms of terminal

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*Perspective developed by PaCBE consultant J. William Moore in consultation with project subgroup.

competencies which reflect the complex interaction of enabling competencies.

5. The validity of enabling competencies can be determined only by an evaluation of their logical relation to terminal competencies.
6. Because certain competencies can be produced through training (manipulative) and others are less amenable to training (nonmanipulative), it is important to distinguish between them.
7. The measurement of the effectiveness of competencies should be in relation to specific actions taken by the successful administrator in relation to the learning outcomes of students.
8. Because the kinds of problems to be faced by the elementary school principal cannot be specifically determined in advance, indicators should be stated in terms of specific instances.

Criteria for Evaluating Competency Statements.

1. Are the competencies logically related to and consistent with the agreed-upon definition of an elementary school principal?
2. Have distinctions been made between manipulative and nonmanipulative competencies?
3. Are the competencies general to all elementary school principals?
4. Is a distinction made between "enabling" and "terminal" competencies?
5. Are the competencies stated in terms of conceptualizations?

Criteria for Evaluating Competency Indicators.

1. Is the indicator a measure of a *terminal* competency?
2. Are the indicators logically related to educational outcomes?
3. Are the indicators situationally determined?
4. Can two or more qualified observers perceive the same indicators?
5. Are the indicators stated in terms of specific instances?

Nonmanipulative Competencies.

1. To make decisions where situations vary, the administrator should possess the following competencies: reflective thought, self-control, strength of self-concept, initiative, creativity, flexibility, tolerance for ambiguity and persistence.
2. To purposefully integrate and direct resources, the administrator should possess the following qualities: diligence, energy, tolerance for ambiguity, empathy, the ability to relate well with others, the ability to hold himself/herself accountable and the ability to see a job through to completion.

3. To be aware of available resources, the administrator should be diligent, persistent and flexible and have the capacity for reflective thought.

Manipulative Terminal Competencies. To be purposeful in the direction and integration of resources, the administrator must be able:

1. to collect and analyze data (information).
2. to diagnose and solve problems.

Enabling Competencies. The administrator needs to know how to relate knowledge to problem identification and solution and needs to have a concept of the type of knowledge useful in identifying and solving problems generally dealt with in the elementary school. For example the elementary school principal should know how to assess a community, how to motivate people, how to interact with people and how to apply current educational theory, instructional methodology and technology.

Competencies necessary for the collection and analysis of data include the abilities to perceive a problem, to make relevant observations, to consider relevant sources of information, to synthesize data, to formulate hypotheses, to plan the collection of data to solve a problem and to arrive at reasonable conclusions from the data.

Further, the administrator should have presentational skills to effectively explain the problem.

Sample Indicators. The following is but a partial list of the situations in which the elementary school principal finds himself or herself. However, short of empirical verification, there are testable instances of terminal competencies for the elementary principal.

1. When personally threatened, the elementary principal is able to make an objective response.
2. When confronted with competing demands, the elementary principal is able to develop and establish priorities which reconcile those differences.
3. When faced by hostility which has resulted from his/her actions, the elementary principal receives favorable responses from parents and children regarding his/her fairness.
4. When the elementary school principal is faced with a situation in which the teachers do not accept a given method or curricular change and when such resistence is surmounted, the elementary school principal has been successful.

   For example, the principal believes that a curricular change involving the schedule would be beneficial to learning outcomes. Assuming that the teacher attitude was initially negative, a change from that negative attitude to a positive attitude as expressed in an oral survey is an indicator of competency. If the schedule is changed in a nondestructive way, then this, too, may be said to be evidence of competency. If at the end of the school year, students show a gain in comparative scores on a reading test and the gain seems to be a result of the schedule change, then this might be taken as another indicator of administrative effectiveness.

*Perspective II**

Definition. The elementary principal's position involves understanding the interactive processes inherent in a complex social organization such as a school district. The processes include:

a. The development and implementation of elementary education goals and objectives within the parameters of school law, board policy and professional ethics.

b. Facilitating interpersonal resources and interactions in relation to performance demands.

c. Community composition and community resources.

It's imperative that school administrators develop the ability to view schools as complex social organizations consisting of interactive processes and components. Because of strong social forces, schools are being forced to react to complex and demanding external variables as well as internal concerns that must be identified, understood and dealt with. These external variables evolve from legal, religious and ethnic sources. Internally, schools are becoming more utilitarian, as labor-management conditions displace the paternal or collegial atmosphere that many schools previously exhibited.

Pivotal Competencies.

A. Develops and maintains effective staff relationships (L):*
   1. Helps facilitate work by individual staff members.
   2. Handles conflict effectively.
   3. Shares meaningful information with others.

B. Develops and maintains effective community relationships (L):
   1. Maintains the status of the school in the community.
   2. Develops and maintains contacts with parents and others in the community.
   3. Keeps parents and others informed about the school's achievements.

C. Develops a work atmosphere conducive to the achievement of educational goals: (L)
   1. Facilitates communication.
   2. Facilitates decision-making.
   3. Facilitates interaction.
   4. Facilitates goal-setting.

D. Demonstrates appropriate personal characteristics, professional competencies, growth and development (L & M):**
   1. Reads professional books and journals.
   2. Attends courses and workshops.

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*Perspective developed by PaCBE consultant Kenneth G. Vayda in consultation with project subgroup.

*L—Competency is primarily a leadership function.
**M—Competency is primarily a management function.

3. Maintains membership in professional organizations.
4. Understands child growth and development.
5. Participates in professional development activities with other educators.
6. Serves as an adult role model for children.
7. Displays enthusiasm, warmth and empathy for his/her profession, staff and students.

E. Maintains order and routines (M):
   1. Maintains student discipline.
   2. Develops school procedures, rules and regulations.
   3. Enforces school procedures, rules and regulations.
   4. Schedules classes and activities.
   5. Monitors bus schedules and operations for the school

F. Makes valid decisions about personnel (M):
   1. Recommends selection, hiring and dismissal of professional personnel.
   2. Recommends selection, hiring and dismissal of nonprofessional personnel.
   3. Recommends transfer and reallocation of staff.

G. Supervises all personnel concerning the achievement of school goals (L):
   1. Evaluates performance of all personnel.
   2. Develops criteria for performance of all personnel.
   3. Encourages professional growth and development.
   4. Evaluates student achievement.
   5. Evaluates innovations and programs.

H. Manages school finances (M):
   1. Helps prepare financial requests and reports.
   2. Helps analyze program needs and costs.
   3. Helps involve teachers and others in program planning and implementation.

I. Identifies, interprets and acts upon formal and informal conditions generated by the social system of the school and community; conditions would include the school code, board policies, special interest groups and ethics of the profession (L):
   1. Identifies and reacts to political variables.
   2. Identifies and reacts to economic variables.
   3. Identifies and reacts to legal variables.
   4. Identifies and reacts to cultural variables.

*Perspectives III**

Definition. The elementary school principal coordinates, manages and provides leadership for the educational and supporting activities of the elementary programs. The principal moves the programs toward new objectives consistent with present and emerging district goals and priorities.

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*Perspective developed by PaCBE consultant Nicholas F. DeFigio in consultation with project subgroup.

This definition is proposed in place of the current definition implied by the Pennsylvania standards for approving elementary school principal certification programs. The standards' definition emphasizes the school as a static institution rather than as a changing subsystem affected by, and affecting, other educational, social and political components of the larger system.

The proposed definition represents a comprehensive and functional interpretation of the principal's role. Not all aspects of this model can, or should, be dealt with in a competency-based preparation program. Management competencies can be learned through a variety of in-service, internship and on-the-job experiences. They should not be given a high priority for development by the college or university.

There are certain prerequisite competencies or characteristics which an elementary principal should have but which are not amendable to development in a training program. These include personal attributes (characteristics, appearance, open-mindedness, loyalty, etc.), intellectual acuity, physical endurance, health, vitality and the attitude that the job is important and valuable.

Here are other terminal competencies which contribute to an administrator's success:

A. Knowledge of human behavior in individual and group situations:
   1. Consistent leadership style—leadership behavior is communicated to staff.

B. Role and functions of formal organizations:
   1. Knowledge of legal implications of work.

C. Problem recognition and the application of appropriate procedures to solve problems:
   1. Strives to clarify the objectives of the school and accomplishes significant improvement.
   2. Recognizes problems.
   3. Employs a comprehensive, appropriate system to solve problems.
   4. Conducts needs assessment.

D. Communications analysis and systems development:
   1. Manages formal communication with all constituencies (parents, students, teachers, board, administration).
   2. Reacts to informal communications.

Here are more specific competencies:

A. Supervision:
   1. The principal has a comprehensive five-year plan for curriculum improvement.
   2. Strives to clarify the objectives of the school and accomplishes significant improvement.
   3. Systematically evaluates the instructional program.
   4. Helps teachers improve diagnostic abilities.
   5. Works to improve classroom instruction.

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6. Disseminates information about new curricular practices to faculty.
7. Initiates systematic instructional improvement.
8. Evaluates staff.

B. Administration:
1. Has up-to-date knowledge of school district policies.
2. Considers the characteristics of present staff in writing specifications for new positions.
3. Conducts analysis of staff needs and roles.
4. Makes decisions.
5. Organizes small-group or faculty meetings to effectively clarify policies and problems.
6. Formulates and carries out school district goals and objectives.
7. Administers physical plant staff.
8. Maintains accurate financial, pupil and personnel records.
9. Exercises caution in protecting health and safety of children.

C. Relationships—personal and group:
1. Behavioral management practices are characterized by firmness and problem solution rather than punitive action.
2. Interpersonal skills:
   a. Leads effective administrative team.
   b. Shows concern for teacher problems.
   c. Interprets programs to parents.
   d. Knows parents.
3. Secures faculty-community cooperation in reaching school goals.

Chapter XII

Secondary School Principal

Empty classrooms, old buildings, impossible budgets and teacher power! Are these the woes of a secondary school principal in the 1980's? If so, what competencies will serve these educational leaders?

Twenty-three lay persons and educators met at the University of Pennsylvania for two days to debate the future. Starting from a systematic literature review, they explored the changing nature of the schools and society. Then, from three educational perspectives—public and private, urban and suburban, alternative and conventional—participants identified important competencies for the secondary school principal of the future. (See Chapter XI for the results of an independent project for writing elementary school principal competencies).

Project director Allan A. Glatthorn submitted the group's competency statements to a national panel of secondary school administration experts. The panel reviewed the competencies and suggested that several new ones be added to the list.

Publication of these competencies is not an endorsement by the department. Consider them carefully. Compare them with your own views of the secondary principal's job. Note any differences between this list and the list for the elementary school principal. The significant social forces which shaped much of the group's thinking are listed at the end of the competency list.

A. *Interpersonal Skills*

SP-01* Communicates effectively.
SP-02 Understands nonverbal communications and is sensitive to own.
SP-03 Listens emphatically.
SP-04 Demonstrates understanding of individual and group behavior.
SP-05 Resolves conflicts effectively.
SP-06 Demonstrates self-understanding and self-awareness.
SP-07 Brings out creative potential in others.

B. *Personal Characteristics*

SP-08 Demonstrates analytical and creative thinking.
SP-09 Has good health and stamina.
SP-10 Conceptualizes problems and brings theory to bear on practice.
SP-11 Exercises good judgment in crisis situations.
SP-12 Demonstrates a sense of vision and the ability to transmit that vision to others.
SP-13 Demonstrates continued concern for own personal and professional growth.
SP-14 Shows tactical and strategic imagination.
SP-15 Demonstrates physical and emotional fitness.
SP-16 Has a healthy self-image.

C. *Organizational and Institutional Dynamics*

SP-17 Understands theoretical literature and research on organizations.
SP-18 Applies that knowledge to daily decision-making.
SP-19 Delegates authority when appropriate.
SP-20 Identifies strengths and weaknesses of staff and uses those effectively.
SP-21 Monitors the performance of others.
SP-22 Makes short-range and long-term plans for institution.

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*The statements are numbered sequentially.

SP-23 Initiates and responds to change.

SP-24 Helps groups establish goals.

D. *Power and Authority*

SP-25 Understands formal and informal power and authority structures.

SP-26 Identifies the concrete and potential sources of power.

SP-27 Analyzes power relationships.

SP-28 Uses power effectively to accomplish goals of institution.

E. *Evaluation*

SP-29 Develops broad goals and specific objectives.

SP-30 Develops a comprehensive program for school evaluation.

SP-31 Uses a variety of evaluation models effectively.

SP-32 Assesses curricular and instructional outcomes.

SP-33 Develops a systematic process for teacher evaluation.

SP-34 Organizes staff for peer evaluation.

SP-35 Knows accrediting processes.

SP-36 Makes realistic self-evaluations.

SP-37 Helps others identify their goals.

SP-38 Interprets research data so that decisions can be made.

F. *Adolescent Development and Student Relationships*

SP-39 Has conceptual knowledge of adolescent development.

SP-40 Understands social organization of adolescent society in that school.

SP-41 Maintains effective relationships with students.

SP-42 Develops new processes for monitoring students in open-learning environments.

SP-43 Helps students develop limits for behavior.

G. *Learning Theory*

SP-44 Knows significant theories of learning and understands their implications.

SP-45 Knows the sources and contexts of learning as they are appropriate for instructional design.

SP-46	Knows the several modalities of learning and how they may be used most effectively.

H. *Instructional Design*

SP-47	Knows the current literature and research on instructional design.
SP-48	Knows most important varieties of instructional design and the strengths and weaknesses of each.
SP-49	Knows how to relate instructional design to curriculum development.
SP-50	Coordinates instructional design strategies and teacher strengths.

I. *Curriculum Design*

SP-51	Knows variety of models for curriculum design.
SP-52	Knows the current literature concering the efficacy of those models.
SP-53	Knows nationally disseminated curriculum projects.
SP-54	Knows appropriate ways to involve staff, students and community in curriculum development.
SP-55	Broadens the curriculum to serve emerging needs of students.

J. *Resource Utilization*

SP-56	Locates new space and reallocates space effectively.
SP-57	Develops alternative learning environments.
SP-58	Locates appropriate resources in the community.
SP-59	Knows all resources available and can develop systematic plan for allocating those resources for program effectiveness.

K. *Staff Recruitment, Development, Dismissal*

SP-60	Selects new staff successfully.
SP-61	Helps teachers develop their own renewal programs.
SP-62	Organizes schoolwide staff development programs based on system and faculty needs.
SP-63	Dismisses faculty fairly and objectively when required to do so.

L. *School Law*

SP-64	Knows appropriate school law.
SP-65	Understands association contracts and the negotiation process.

SP-66 Influences educational legislation appropriately.

SP-67 Knows students, staff and parent rights and observes those rights.

SP-68 Knows responsibilities of administrator in relationship to tort liability involving self and staff.

M. *Finance and Budget*

SP-69 Develops educational priorities and builds budgets to reflect those priorities.

SP-70 Implements budget effectively to accomplish school goals.

SP-71 Monitors expenditures appropriately.

SP-72 Knows how to obtain additional resources.

SP-73 Knows techniques for obtaining maximum resources from district for that school.

N. *Community Relations**

O. *Student Activities and Governance**

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*Additional category suggested by the national panel and not developed by the workshop.

Social Forces Affecting the Secondary Principalship* in 1980

1. Declining enrollments.
2. Static and aging faculties.
3. Continued shift in the power base: growing authority of teacher associations and community groups, with a concomitant weakening of the authority of the principal.
4. Continued residential and school segregation in a culturally diverse society.
5. Changing patterns of work and leisure.
6. Shrinking financial resources.
7. Over-supply of teachers.
8. Changing patterns in the job market, with increased need for service employes and a decreased need for other types.
9. Continuing concern for student discipline and vandalism.
10. Extension of community-based learning and community involvement in the schools.
11. Continuing shift in values related to marriage, family and the role of women.
12. Continuing concern for energy shortage.

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*These factors were identified early in the workshop and influenced the thinking of participants as they generated the secondary school principal competencies.

Chapter XIII

Educational Paraprofessional

Flexible scheduling. Team teaching. Individualized instruction. Diagnosed needs. Prescribed and contracted learning. These new demands on the professional educator will require more careful planning, evaluation and currency. As teachers assume new roles, the use of paraprofessionals will increase and paraprofessional contributions to educational programs will be significant.

Higher education associate Charles D. Eaton, involved in the PaCBTE Program from its beginning, spotted the need for special teacher competencies for working with paraprofessionals and paraprofessional role competency definitions. He proposed goals—strengthened paraprofessional preparation and service in the schools. As the department's programs coordinator for the Education Professions Development Act, he pointed out that the Career Opportunities Program might support a project to define the roles of educational paraprofessionals.

Millersville State College's Robert J. Labriola, offering to undertake the task, convened three days of workshops. Thirty-two classroom aides or paraprofessionals, teachers, teacher educators and school administrators responded to his invitation to discuss and develop a list of paraprofessional competencies.

Mr. Eaton raised additional questions. Are there levels of competence? What are potential paraprofessional tasks? How can possible role overlap between educational professionals and paraprofessionals be avoided? What competencies does a teacher need to use a paraprofessional effectively? The project's responses to these questions appear after the competency list.

Publication of this list is not a department endorsement. As a matter of fact, the department neither licenses, certifies nor monitors the preparation of educational paraprofessionals. Instead, local school districts are encouraged to explore various roles for paraprofessionals. The list of competencies is intended to assist in this exploration as well as in the development of effective paraprofessional preparation programs.

PA-01 Arranges curriculum materials which reinforce skills for individual learners as prescribed by the classroom teachers.

PA-02 Constructs supplementary materials for the teacher.

PA-03 Uses curriculum materials to reinforce skills of individuals or small groups of learners.

PA-04 Conducts activities which reinforce skills of individuals or small groups of learners.

PA-05 Organizes playground and recreation activities which conform to school policy.

PA-06 Organizes lunchroom activities which conform to school policy.

PA-07 Administers teacher-selected diagnostic tests.

PA-08 Verbalizes knowledge of school policies, rules and standards; acts in concert with this knowledge in relating to learners.

PA-09 Functions as a part of a teaching team.

PA-10 Demonstrates an acceptable use of oral and written communication skills.

PA-11 Demonstrates an acceptable use of quantitative skills.

PA-12 Uses basic knowledge of student development and behavior characteristics in relating with learners under the direction of the teacher.

PA-13 Demonstrates knowledge of the learner's community and effectively uses that knowledge by acting as a positive liaison between the school and the family.

*The statements are numbered sequentially.

Illustrative Paraprofessional Tasks

A. In the classroom, the paraprofessional:

Helps the teacher with various groups.

Listens to pupils tell stories.

Helps with routine drill.

Checks on individuals' progress.

Helps children with make-up work.

Files papers.

Grades papers.

Plays games with pupils.

Shows films.

Helps young children with overshoes, hats, etc.

Helps supervise field trips.

Records grades.

Locates materials to supplement units or projects.

Reads themes.

Gives special attention to problem pupils as directed by teacher.

Takes attendance.

Helps pupils improve special skills.

Helps pupils work together harmoniously.

Operates and shows pupils how to operate, audiovisual equipment.

Does housekeeping chores (not custodial).

Collects money.

Assists with supervised study.

Prepares bulletin boards.

Cares for laboratory equipment.

Helps with programmed instruction.

Acts as native speaker in foreign language class.

B. In home-school interaction, the paraprofessional:

Visits the parents of children who are new in the community.

Reports to counselor or teacher problems observed in home visits.

Takes children home when they become ill.

Visits parents when excessive absences occur.

Helps pupils who are upset and cannot remain in classroom.

Helps plan parent meetings.

Reports parents' feelings about school.

Helps parents understand how children learn and develop and relates this to homework.

Helps recruit kindergarten and preschool pupils.

Visits migrant parents to help bring their children to school.

Answers parent phone calls and refers them to proper person

Communicates with illiterate parents who cannot read the school's written messages.

Follows up on pupils whose examinations

show need for glasses, hearing aids, medical treatment or dental care.

Communicates with parents who do not speak English.

Develops in parents good attitudes toward education.

Helps remove undue parental pressure on pupils from status-seeking homes.

C. In counseling, the paraprofessional:

Does clerical work.

Conducts routine program functions.

Helps gather and record pupil information.

Aids in administration and scoring of tests.

Provides liaison with pupils' homes business and industry.

Provides information to pupils.

Listens to pupil problems and in-school referral.

Does follow-up studies on pupils remaining in community.

Tabulates studies.

Schedules pupils.

D. In the resource center or library services, the paraprofessional:

Prepares audio-visual materials at the request of teachers.

Files and catalogs materials.

Operates movie projectors, slide projectors, tape recorders, etc.

Operates duplicator.

Types.

Prepares instructional materials.

Makes book cards for books.

Checks out materials and books.

Collects fines.

Helps pupils select books.

Orders materials from publishers.

Helps prepare bibliographies.

Supervises pupils.

Shelves books.

Maintains equipment.

Delivers sets of materials to classrooms.

Helps in library at night and on week-ends.

Helps staff library during summer.

E. In technical services, the paraprofessional helps:

Operate key punch and computer equipment.

Provide special vocational technical skills not usually possessed by teachers, e.g., radar specialist.

With inventory and accounting.

With scheduling of events.

With eye and dental examinations.

Produce artwork for locally developed materials.

Prepare statistical reports.

In purchasing.

Make color transparencies.
As closed circuit TV technician.
In electronic circuit maintenance.

F. With general school services, the paraprofessional:
Does clerical work.
Assists in halls.
Helps supervise in cafeteria.
Helps supervise on playground.
Helps supervise parking lot.
Does bookkeeping.
Does typing.
Babysits at parent meetings.
Is an office aide.
Helps in study room after school.
Escorts pupils from place to place.
Checks and stores incoming supplies.
Scores standardized tests.
Helps on school bus.
Helps supervise bus-loading.
Helps at athletic events.
Maintains cumulative record folders.

Two Paraprofessional Role Concepts

A. *Instructional Paraprofessional*

One who performs various supportive education functions which directly involve learners and primarily focus upon the teaching/learning interaction under the direction of the classroom teacher.

B. *Service Paraprofessional*

One who performs clerical and service functions which support the teaching/learning environment but do not generally involve interaction with learners.

Paraprofessional Role vis-a-vis Certified Teacher's Role

A. The role concepts defined above serve to delineate the paraprofessional from the classroom teacher in all performance levels. The committee was unable to provide discreet distinctions of paraprofessional roles and activities from the various types of classroom teachers.

B. While the impact of paraprofessionals would appear to be greatest in their direct effect upon children, particularly given the special qualities of the indigenous worker, their role in freeing the professionals (teacher, counselor, school social worker, etc.) is important to consider because it is what most paraprofessionals are employed to do. They also have an effect on the professionals' activities.

Teacher Competencies for Effective Work with Paraprofessionals

A. The following have been identified as the competencies needed by the professional teacher.

1. Identifies the role of the professional and the paraprofessional in an instructional team.
2. Identifies the duties and responsibilities of paraprofessionals in the school program.
3. Diagnoses and prescribes an individual learner's needs to the paraprofessional.
4. Evaluates classroom needs and describes ways the auxiliary staff will help improve the learning experiences of students.
5. Effectively communicates classroom needs to the paraprofessional.
6. Demonstrates a knowledge of interpersonal communication for effective team teaching.
7. Describes the professional's role in the selection of aides.
8. Describes the training needs of the professionals and paraprofessionals in organizing and developing a paraprofessional program.
9. Has a working knowledge of the legal aspects of auxiliary personnel working in the school program.
10. Evaluates the effectiveness of a paraprofessional's performance.
11. Has a working knowledge of the various types of auxiliary personnel used in the school program.

Chapter XIV

First-Year Perceptions

The Pennsylvania Department of Education has completed two years of a 10-year longitudinal survey of first-year teacher perceptions about their own preparation and teaching. The department initiated this study to discover its own effects on Pennsylvania teacher education as well as to provide institutions supplementary follow-up data on their graduates.

Survey results on a specific institution's certification programs are given to that institution. Some institutions use these data as one indicator of program effectiveness. Others compare the graduates' perceptions with those held by the faculty, administrators and cooperating teachers. Computers permit complex data analyses and, beginning in 1977, reports on the views of the most recent graduates should be available to schools within a month of a survey.

A full analysis of data and description of the research design have been prepared by the research division's Grace E. Laverty (this chapter reports only on general features of the study). This design description and data analysis, as well as the survey instrument may be obtained from the department's teacher education division chief, William D. Kautz. The questionnaire's text for statements of program characteristics and skills/abilities follow.

Teacher Education Program Characteristics. The survey instrument generates an index number which locates the new teacher's perception of his/her preparation program's characteristics along a continuum from an instructional emphasis on in-put to an emphasis on results. For purposes of this study, an input emphasis has been identified with forms of traditional teacher education; a results emphasis—with various applications of competency-based teacher education concepts. The teachers indicated on the questionnaire whether each program characteristic was mostly, often, occasionally or never present. A value interpretation should not be placed on one emphasis or another.

Program Characteristic Statement [a]		*Implied Emphasis*
The program's objectives were:	1. broad goal statements	input
	2. specific learning outcomes	results
	3. assignments and activities	input
	4. presented to you in advance	results
The instruction was:	5. adapted to individual rates of learning	results
	6. paced by the amount of subject matter to be covered	input
	7. derived from field-centered experiences	results
	8. provided through campus-centered courses	input
	9. conveyed by the instructor	input
	10. facilitated indirectly by the instructor	results
The evaluations of you were:	11. through written examination	input
	12. of actual performances of skills or abilities	results
	13. scheduled by your instructors, regardless of your readiness	input
	14. on campus	input
	15. scheduled yourself when ready	results
	16. conducted at field or clinic sites	results

[a] Statements as they appeared in the 1975 and 1976 questionnaires with the exceptions of statements 5 through 10 which were in the 1976 questionnaire only. Statements 5 through 10 in the 1975 questionnaire were rewritten for 1976.

The program was:	17.	modified because of student reactions	results
	18.	developed cooperatively by college instructors, practicing school teachers and fellow students	results
	19.	a sequence of specific courses	input
	20.	planned by college instructors	input

Teacher Skills and Abilities. Twenty-two (22) skill and ability statements were written especially for this questionnaire. The new teachers were asked to rate each statement's importance, development and use as seen through their own experiences. These statements were derived during the 1973 and 1974 PaCBTE Programs which produced several inventories of generic competency statements. The skill/ability statements are versions of statements in the "Generic 66" (see Appendix A), "Critical 29" (see Appendix A), "Generic 22" (see Appendix B) and Pennsylvania standards for approving teacher certification programs.

The first year teachers rated each statement's importance for a beginning teacher on a scale from 4 to 1: high importance to no importance. Commenting on their own developmental stages, these teachers rated each from 4 to 1: well developed to not yet developed. As another perspective on a statement's importance, the teachers indicated whether or not they had used a particular skill/ability so far in their teaching.

Since time on the job could be a factor in a teacher's view of a skill's importance, development and use, 881 teachers who completed the questionnaire in October, 1975, completed it again after six months on the job in April, 1976. During this period there was some decrease in importance and increase in development and use. The change was slight but consistent.

The 22 skill and ability statements (do not confuse these with the "Generic 66," "Critical 29" or the "Generic 22") follow. The mean ratings of importance by the new teachers in the fall of 1975 are provided. Also, for statements which had a change in the mean rating, the direction of this shift is noted by a plus or minus. No change is indicated by a zero.

Skill and Ability Statement[b]	1975 Importance[d]	Shift in Rating: October-April[e]		
		Importance	Development	Use
1. To use questions which will cause pupils to think critically	3.7	0	0	0
2. To give clear, explicit directions to pupils	3.9	0	+	0
3. To use standardized and self-made evaluation and data collection techniques as an integral part of the learning experience	3.4	0	+	+
4. To determine which pupils are having difficulty in reading for purposes of appropriate referral or adjusting instruction	3.8	–	0	0
5. To relate school learning and experiences to the pupil's nonschool world	3.8	0	+	+
6. To create classroom environments which support directed and non-directed learning	3.7	–	+	+
7. To conduct classes which develop positive attitudes toward learning	3.9	–	+	0
8. To recognize sex stereotypes in instructional methods and materials	2.8	–	+	+

[b] The statements were used in the 1976 survey

[c] The statement was revised for the 1976 survey

[d] N=1,866

[e] N=881 paired responses for October and April, using the 1975 survey

		Shift in Rating: October-April [e]		
Skill and Ability Statement [b]	1975 Importance [d]	Importance	Development	Use
[c] 9. To use specific techniques for developing intergroup and cross-cultural understandings	3.3	0	+	+
10. To use knowledge of a pupil's social and ethnic background to promote his/her healthy self-concept	3.6	–	0	+
11. To use a variety of motivation techniques appropriate to the pupil's development	3.9	–	+	+
12. To use effectively a variety of teaching materials, media and instructional groupings appropriate to the instructional objectives	3.8	–	+	+
13. To design learning experiences which will encourage students to use basic study and learning skills	3.8	–	+	0
14. To use data about pupil progress and attitudes to modify one's classroom practices	3.6	–	0	+

		Shift in Rating: October-April [e]		
Skill and Ability Statement [b]	1975 Importance [d]	Importance	Development	Use
15. To identify pupil behavior which differs significantly from "normal" behavior for purposes of obtaining special assistance	3.7	–	+	+
16. To identify a particular pupil's development for purposes of using appropriate vocabulary, objectives and subject matter	3.6	–	+	+
17. To identify an individual pupil's personal and scholastic needs	3.7	–	+	+
18. To identify ways the pupil's peer group influences him/her	3.5	0	+	0
19. To identify the local, state and federal agencies, agents and laws which directly or indirectly affect the quality of professional actions at the local level	3.1	0	+	+
20. To recognize and respond appropriately to the interaction between one's personal values and those of professional colleagues and the community	3.4	–	0	0

Skill and Ability Statement[b]	1975 Importance[d]	Shift in Rating: October-April[e]		
		Importance	Development	Use
21. To determine the consistency of one's own educational practices with his/her professional convictions	3.6	–	+	+
[c]22. To use knowledge of group dynamics in the classroom	3.5	–	0	+

Chapter XV

Directory of PaCBTE Projects 1974, 1975, 1976 and 1977

During the PaCBTE Program's last four years 111 projects in 49 colleges and universities and 17 professional associations have been supported by department grants and technical assistance. About $222,000 has been awarded in grants ranging from $200 to $6,350. Grant recipients have allocated an additional $200,000 in cash, facilities and services as matching local commitments to study and implement competency-based teacher education.

Requests for proposals from colleges, universities and professional associations were made in 1974, 1975, 1976 and 1977. Four categories were advertised: A. Specialized Competency Inventory; B. Local CBTE Coordinator (1975-77 only); C. Staff Development; D. Consultant Support. Category A proposals focused on state-wide needs and involved persons from all levels and segments (public, private and state-related) and across a broad geographic area. Category B, C and D projects focused on local needs and interactions among teachers, administrators and teacher educators.

This directory lists the institution/association, funding year, category and grant amount on the first line. Beneath these identifiers are the name, address and phone number of a person who can provide additional information about a project. General project information is provided by its focus statement and, if applicable, its product description. Since many projects were staff training sessions, the type of institution and subject made necessary the design of a variety of approaches to staff development.

A topical index to these projects follows at the end of the directory.

Allentown College of St. Francis de Sales 1974 Category C $1,500

Paul Kenny, Center Valley, PA. 18034. (215-282-1100) *Focus:* secondary teacher education.

Allegheny Valley School District 1977 Category C $500

Robert L. Paserba, 501 Butler Road, Springdale, PA. 15144. (412-274-8100) *Focus:* inservice teacher education.

Beaver College 1977 Category B & C $3,500

Robert J. Wright, Glenside, PA. 19038. (215-884-3500) *Focus:* special education.
Product: diagnostics, measurement and evaluation competency inventory.

Behrend College of Pennsylvania State University 1975 Category C

See Trisortium 1975.

Bloomsburg State College with Schuylkill IU #29 1975 Category C $800

Richard Wolfe, Bloomsburg, PA. 17815. (717-662-3350) *Focus:* CBTE staff development.

Cabrini College 1975 Category C $1,500

Sr. M. Louise Sullivan, Radnor, PA. 19087. (215-687-2100) *Focus:* CBTE, evaluation.

Cabrini College 1975 COP Project $6,500

Anthony T. Tomasco, Radnor, PA. 19087. (215-687-2100) *Focus:* program evaluation.

Cabrini College 1976 Category B $2,000

Dianne Kerr, Radnor, PA. 19087. (215-687-2100) *Focus:* special education.
Product: inventory of non-categorical special education competencies and study guides.

California State College 1977 Category B $1,700

Dorothy M. Campbell, California, PA. 15419. (412-938-4126) *Focus:* CBTE staff development.
Product: implementation strategies.

California State College 1977 Category C $1,500

Robert E. Owsiany, California, PA. 15419. (412-938-4424) *Focus:* school administration.
Product: competency inventory.

Carlow College	1975	Category B	$2,000	Sr. Marie Immaculee Dana, 3333 Fifth Avenue, Pittsburgh, PA. 15213. (412-683-4800) *Focus:* liberal arts.
Central Green School District	1975	Category C	$790	Beverly Krill, 250 S. Cumberland Street, Waynesburg, PA. 15370. (412-627-3290) *Focus:* CBTE and inservice.
Central Pennsylvania Consortium of Wilson, Franklin & Marshall, Dickinson, and Gettysburg Colleges	1975	Category C	$1,500	Harry Garner, Wilson College, Chambersburg, PA. 17201. (717-264-4141) *Focus:* communication/English. *Product:* competency study.
Cheyney State College	1974	Category C	$2,500	Ronald C. Watts, Cheyney, PA. 19319. (215-399-6880) *Focus:* CBTE staff development.
Cheyney State College	1977	Category C	$1,500	Herbert Womack, Cheyney, PA. 19319. (215-399-6880) *Focus:* CBTE staff development.
Clarion State College	1974	Category A	$3,395	Kenneth Vayda, Clarion, PA. 16214. (814-226-5121) *Focus:* special education. *Product:* inventory of special education competencies.
Clarion State College	1977	Category C	$1,500	Anne Day, Clarion, PA. 16214. (814-226-6000) *Focus:* CBTE staff development.
Council of Pennsylvania State College and University Deans of Education	1976	Category C	$3,000	Lester Bowers, East Stroudsburg, PA. 18301. (717-424-3377) *Focus:* field experience innovations, non-categorical special education certification.
Council of Pennsylvania State College and University Deans of Education	1977	Category C	$4,000	Charles Kofoid, Indiana University of Pennsylvania, Indiana, PA. 15701. (412-357-2480) *Focus:* program evaluation. *Product:* models for evaluating programs.
Dickinson College	1974	Category C	$1,500	Sylvester Kohut, Jr., Carlisle, PA. 17013. (717-243-5121) *Focus:* social studies. *Product:* inventory of social study competencies.
Dickinson College	1974	Category C		See Central Pennsylvania Consortium

Dickinson College 1976 Category C $600

Sylvester Kohut, Jr., Carlisle, PA. 17013. (717-243-5121) *Focus:* secondary science education. *Product:* secondary science education competency study.

Duquesne University 1974 Category C $1,500

Jack Livingston, Pittsburgh, PA. 15219. (412-434-6117) *Focus:* CBTE staff development.

East Stroudsburg State College 1974 Category A $950

Thomas J. Rookey, East Stroudsburg, PA. 18301. (717-424-3232) *Focus:* reading. *Product:* inventory of reading competencies.

East Stroudsburg State College 1975 Category C $630

Thomas J. Rookey, East Stroudsburg, PA. 18301. (717-424-3232) *Focus:* pre-student teaching field experiences/pre-student teaching. *Product:* competency study.

East Stroudsburg State College 1977 Category C $1,500

Donald Bortz, East Stroudsburg, PA. 18301. (717-424-3232) *Focus:* secondary education.

Edinboro State College 1974 Inservice $3,340

Martin P. Farabaugh, Edinboro, PA. 16444. (814-732-2752) *Focus:* inservice teacher education. *Product:* needs assessment instrument.

Edinboro State College 1975 Category A $5,000

Merton J. Merring, Edinboro, PA. 16444. (814-732-2737) *Focus:* school administration (elementary). *Product:* competency inventory for elementary school principal.

Edinboro State College 1976 Category C

See Trisortium 1975

Franklin & Marshall College 1975 Category C

See Central Pennsylvania Consortium 1975

Gannon College 1974 Category C $1,500

Robert A. Wehrer, Perry Square, Erie, PA. 16501. (814-456-7523) *Focus:* CBTE staff development.

Gettysburg College 1975 Category C

See Central Pennsylvania Consortium 1975

Gwynedd-Mercy College 1976 Category C $1,500

Sr. Virginia Hasson, Gwynedd Valley, PA. 19537. (215-646-7300) *Focus:* non-categorical special education. *Product:* competency inventory for special education; list of learning experiences.

Gwynedd-Mercy College 1977 Category B $2,000
Sr. M. Madeleine Smith, Gwynedd Valley, PA. 19537. (215-646-7300) *Focus:* early childhood.

Holy Family College 1975 Category B $2,000
Joseph Burak, Frankford & Grant Avenues, Philadelphia, PA. 19114. (215-NE7-7700)
Focus: professional component. *Product:* modules.

Immaculata College 1974 Category C $1,220
Sr. Marian William, Immaculata, PA. 19345. (215-647-4400). *Focus:* CBTE staff development.

Industrial Arts Association of Pennsylvania 1976 Category A $5,000
Ronald Koble, College of Education, Pennsylvania State University, University Park, PA. 16802.
(412-865-2161) *Focus:* industrial arts. *Product:* competency inventory for industrial arts teaching.

Keystone Reading Association of the International Reading Association 1977 Category A $1,350
Jerry Fiddler, Indiana University of Pennsylvania, Indiana, PA. 15701. (412-357-3182)
Focus: reading/elementary education. *Product:* list of reading competencies for elementary education.

Kutztown State College 1974 Category A $2,000
William H. Marsh, Kutztown, PA. 19530. (215-683-3511) *Focus:* communication.
Product: competency study.

Lafayette College 1975 Category C $1,500
Clay Katcham, Easton, PA. 18042. (215-253-6281) *Focus:* professional component.
Product: program evaluation model.

Lebanon Valley College 1977 Category C $1,[illegible]00
Eva Knight, Annville, PA. 17003. (717-867-4411). *Focus:* CBTE staff development.
Product: list of professional component teaching competencies.

Lehigh University 1977 Category B $2,000
Charles Guditus, Bethlehem, PA. 18015. (215-691-7000) *Focus:* elementary administration.

Lincoln University 1975 Category C $1,500
Judith Thomas, Lincoln University, PA. 19352. (215-932-8300) *Focus:* CBTE staff development.

Lincoln University 1976 Category C $1,500
Judith Thomas, Lincoln University, PA. 19352. (215-932-8300) *Focus:* CBTE staff development.

Lincoln University 1977 Category C $900
Judith Thomas, Lincoln University, PA. 19352 (215-932-8300) *Focus:* CBTE staff development.

Lock Haven State College 1974 Category C $1,500

Harvey Sterns, Lock Haven, PA. 17745. (717-748-5351) *Focus:* CBTE staff development.

Lock Haven State College 1977 Category C $3,100

Bertha Mayes, Lock Haven, PA. 17745. (717-748-5351) *Focus:* early childhood, elementary education, secondary education, special education.

Mansfield State College 1974 Category C $1,200

Richard Finley, Mansfield, PA. 16933. (717-662-4040) *Focus:* CBTE staff development.

Mansfield State College 1975 Category C $1,200

Dennis Wydra, Mansfield, PA. 16933. (717-662-4040) *Focus:* professional component. *Product:* competency inventory.

Mansfield State College 1976 Category C $1,500

Dennis Wydra, Mansfield, PA. 16933. (717-662-4040) *Focus:* generic teaching competencies. *Product:* inventory of generic teaching competencies.

Mansfield State College 1976 Category C $2,720

Dennis Wydra, Mansfield, PA. 16933. (717-662-4040) *Focus:* art, elementary education, home economics, music, English, communication, foreign languages, social studies, math, science, special education.

Mansfield State College 1977 Category C $2,000

Robert Swinsick, Mansfield, PA. 16933. (717-662-4040) *Focus:* art, elementary education, home economics, music, special education, communication, English, foreign languages, science, math, social studies. *Product:* inventory of varified competencies.

Marywood College 1975 Category C $1,604

Barbara Burkhouse, 2300 Adams Avenue, Scranton, PA. 18509. (717-343-6521) *Focus:* student teaching. *Product:* student teaching evaluation instrument.

Marywood College 1976 Category C $1,200

Barbara Burkhouse, 2300 Adams Avenue, Scranton, PA. 18509. (717-343-6521) *Focus:* professional education component.

Marywood College 1977 Category C $450

Barbara Burkhouse, 2300 Adams Avenue, Scraton, PA. 18509. (717-343-6521) *Focus:* professional education component, field experience. *Product:* professional component and field experience competency inventories.

Messiah College 1974 Category C $1,500

Daniel Chamberlain, Grantham, PA. 17027. (717-766-2511) *Focus:* student teaching supervision.

Messiah College 1976 Category C $1,500

Terry Stoudnour, Grantham, PA. 17027. (717-766-2511) *Focus:* student teaching supervision.

Mercyhurst College 1975 Category C

See Trisortium 1975.

Millersville State College 1974 Category C $1,500

Joseph Rousseau, Millersville, PA. 17551. (717-872-5411) *Focus:* elementary education. *Product:* assessment instrument.

Millersville State College 1975 COP Project $5,000

Robert J. Labriola, Millersville, PA. 17551. (717-872-5411) *Focus:* paraprofessional. *Product:* inventory of paraprofessional competencies.

Moravian College 1976 Category D $400

John McDermott, Bethlehem, PA. 18015. (215-865-0741) *Focus:* science and mathematics.

Pennridge School District 1974 Category C $1,500

Patricia A. Guth, 1300 North Fifth Street, Perkasie, PA. 18944. (215-257-5011) *Focus:* inservice teacher education.

Pennsylvania Association for Health Physical Education & Recreation 1976 Category A $5,075

Michael Sherman, University of Pittsburgh, Pittsburgh, PA. 15261. (412-624-4396) *Focus:* health and physical education. *Product:* inventory of health and physical education teaching competencies.

Pennsylvania Association of Science Teachers 1975 Category A $5,000

Paul Bell, College of Education, Pennsylvania State University, 150 Chambers Building, University Park, PA. 16802. (814-865-2161) *Focus:* science education. *Product:* inventory of science teaching competencies.

Pennsylvania Classical Association and Pennsylvania State Modern Language Association 1976 Category A $4,400

Philip T. Hessen, Millersville State College, Millersville, PA. 17551. (717-872-5411) *Focus:* modern and classical language education. *Product:* inventories of modern and classical language teaching competencies.

Pennsylvania Council of Teachers of Mathematics 1977 Category A $5,000

Philip Connor, Penncrest High School, Media, PA. 19063. (215-LO6-6010) *Focus:* math. *Product:* inventory of mathematics teaching competencies.

Pennsylvania Council of Teachers of English 1974 Category A $5,000

John E. Fiorini, Jr., Intermediate Unit #17, Lycoming County Courthouse, Williamsport, PA. 17701. (717-323-8561) *Focus:* communication, English. *Product:* inventory of communication competencies.

Pennsylvania Council for the Social Studies 1976 Category A $5,000

Sister M. Adele Francis Gorman, Our Lady of Angels College, Aston, PA. 19014. (215-459-0905) *Focus:* social studies. *Product:* inventory of social studies teaching competencies.

Pennsylvania Professional Standards and Practices Commission 1976 Category C $1,989

Daniel Austin, Box 911, Harrisburg, PA. 17126. (717-783-8506).
Focus: competency-based teacher education information.

Pennsylvania State Education Association 1974 In-service $3,500

William Cornell, 400 North Third Street, Harrisburg, PA. 17101. (717-236-9335).
Focus: in-service issues.

Pennsylvania State Education Association 1975 Category C $1,500

William Gaskins, Jr., 400 North Third Street, Harrisburg, PA. 17101. (717-255-7000).
Focus: competency-based teacher education. *Product:* competency-based teacher education training module.

Pennsylvania State Education Association 1976 Category C $1,500

William Pettibon, 400 North Third Street, Harrisburg, PA. 17101. (717-255-7000).
Focus: competency-based teacher education. *Product:* learning package.

Pennsylvania State Education Association 1976 Category C $1,500

William Pettibon, 400 North Third Street, Harrisburg, PA. 17101. (717-255-7000).

Focus: competency-based teacher education. *Product:* mini-course on competency-based teacher education.

Pennsylvania State Modern Language Association 1976 Category A
See Pennsylvania Classical Association.

Pennsylvania State University 1974 Category C $1,450
Warren George, University Park, PA. 16802. (814-863-0418) *Focus:* arts (music and art). *Product:* inventory of arts education competencies.

Pennsylvania State University 1975 Category A $5,000
Warren George, University Park, PA. 16802. (814-863-0418) *Focus:* music education. *Product:* inventory of music education competencies.

Pennsylvania, University of 1975 Category A $3,000
Allan A. Glatthorn, Philadelphia, PA. 19174. (215-243-7381) *Focus:* secondary principal. *Product:* inventory of secondary principal competencies.

Philadelphia, School District of 1975 Category C $1,500
Lionel Lauer, Philadelphia, PA. 19123. (215-923-9650) *Focus:* CBTE staff development.

Philadelphia, School District of 1977 Category C $1,500
Lionel Lauer, Philadelphia, PA. 19123. (215-923-9650) *Focus:* in-service teacher education.

Pittsburgh, University of 1975 Category C $1,500
Albert P. Nous, Pittsburgh, PA. 15260 (412-624-6173) *Focus:* science education. *Product:* inventory of science teaching competencies.

Pittsburgh, University of 1976 Category C $1,500
Albert P. Nous, Pittsburgh, PA. 15260. (412-624-6173) *Focus:* science teaching. *Product:* pre-inservice competencies for science teachers.

Pittsburgh, University of 1976 Category C $2,000
Jean Winsand, Pittsburgh, PA. 15260. (412-624-5104) *Focus:* CBTE issues. *Product:* publication of seminar papers on aspects of CBTE.

Pittsburgh, University of 1977 Category C $5,000
Jean Winsand, Pittsburgh, PA. 15260. (412-624-5104) *Focus:* supervision, CBTE, lifelong learning. *Product:* inventory of general supervisory competencies.

Pittsburgh, University of,
at Johnstown 1975 Category B $2,000

Keith B. Cohick, Johnstown, PA. 15904. (412-266-5841, X 308) *Focus:* CBTE, language arts. *Product:* module.

Robert Morris College 1975 Category C $1,205

Jean Silvernail, Coraopolis, PA. 15108. (412-264-9300, X 380) *Focus:* module development, CBTE.

Rosemont College 1975 Category C $1,225

Mariellen Whelan, Rosemont, PA. 15010. (215-527-0200) *Focus:* CBTE staff development.

Saint Francis College 1977 Category C $200

Joan McMahon, Loretto, PA. 15904. (814-472-9721) *Focus:* liberal arts.

Saint Vincent College 1976 Category B $2,000

John Bleyer, Latrobe, PA. 15650. (412-539-8354) *Focus:* English/communication. *Product:* CBE course materials.

Saint Vincent College 1976 Category C $1,500

William Stubbs, Latrobe, PA. 15650. (412-539-8354) *Focus:* business, English, general science. *Product:* English/literature/composition teaching competency inventory.

Shippensburg State College 1974 Category C $1,495

Paul F. Beals, Shippensburg, PA. 17257. (717-532-9121, X 354) *Focus:* elementary education.

Shippensburg State College 1975 Category B $2,000

Dale G. Merkle, Shippensburg, PA. 17257. (717-532-9121, X 424) *Focus:* elementary education. *Product:* questionnaire on educational assumptions.

Shippensburg State College 1976 Category C $1,500

John Martin, Jr., Shippensburg, PA. 17257. (717-532-3323) *Focus:* elementary education, pre-student teaching. *Product:* assumptions regarding elementary education and elementary education competencies.

Slippery Rock State College 1976 Category C $1,200

Bonnie Barr, Slippery Rock, PA. 16057. (412-794-2510) *Focus:* elementary education. *Product:* design for an experimental program.

Slippery Rock State College 1977 Category A $1,500

C. C. Chase, Slippery Rock, PA. 16057. (412-794-5011) *Focus:* environmental education. *Product:* inventory of environmental education teaching competencies.

Slippery Rock State College 1977 Category B $2,400
R. D. Shrader, Slippery Rock, PA. 16057. (412-794-7339) *Focus:* physical education. *Product:* competency-based program model.

Slippery Rock State College 1977 Category A $1,400
Timothy L. Walters, Slippery Rock, PA. 16057. (412-794-7268) *Focus:* communication, literature, composition, linguistic science. *Product:* inventory of competencies for teaching.

Speech Communication Association of Pennsylvania w/Theatre Association of Pennsylvania 1976 Category $450
John Lutz, University Park, PA. 16802. (814-475-4700) *Focus:* speech, theatre. *Product:* inventories of specialized competencies for speech and theatre.

Temple University 1974 Category C $3,000
David L. Fitzgerald, Philadelphia, PA. 19122. (215-787-8036) *Focus:* elementary education.

Temple University 1974 Category C $475
Minaruth Galey, Philadelphia, PA. 19122. (215-787-8402). *Focus:* media.

Temple University 1976 Category C $600
Carol Wagner, Philadelphia, PA. 19122. (215-787-1592) *Focus:* elementary counselor education. *Product:* competency inventory for elementary school counselors.

Temple University 1977 Category C $750
M. M. Drago, Philadelphia, PA. 19122. (215-787-8310) *Focus:* music education.

Thiel College 1976 Category C $1,300
Albert Zimmer, Greenville, PA. 16125. (412-588-7700) *Focus:* CBTE and liberal arts.

Trisortium of Behrend College of Pennsylvania State University, Edinboro State College and Mercyhurst College with Intermediate Unit #5 1975 Category C $1,500
Alton A. Huntley, Edinboro, PA. 16444. (814-732-2830) *Focus:* CBTE and evaluation of student teaching.

Washington & Jefferson College 1975 Category C $1,500
See Waynesburg College.

Waynesburg & Washington and
Jefferson Colleges 1975 Category C $1,500

Donald Christian, Waynesburg, PA. 15370. (412-627-8181, X 259) and Charles Ream, Washington, PA. 15301. (412-222-4400, X 223) *Focus:* CBTE staff development.

West Chester State College 1975 Category B $2,000

George M. Thomas, West Chester, PA. 19380. (215-436-2568) *Focus:* CBTE and module development. *Product:* modules for the professional education core.

West Chester State College 1976 Category C $1,500

Mary Cleary, West Chester, PA. 19380. (215-436-2448) *Focus:* CBTE module development.

West Chester State College 1976 Category B $2,000

Shirley Walters, West Chester, PA. 19380. (215-436-2448) *Focus:* professional education component. *Product:* five educational psychology modules.

Westminster College 1976 Category C $1,500

Irene Sample, New Wilmington, PA. 16142. (412-936-8761, X 248) *Focus:* music education and professional education. *Product:* student teaching evaluation instrument for music education.

Wilson College 1975 Category C

See Central Pennsylvania Consortium.

Topical Index to PaCBTE Projects
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The PaCBTE Projects are identified by school or association name and program year in this index. The full listing is in the directory. In some situations, it may be necessary to check a project's focus or product description for the correct source within a particular school or association.

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Appendix A

Generic 66 and Critical 29

The *Generic 66* first appeared in *Generic Teaching Competencies, an Interim Inventory* (Harrisburg: Pennsylvania Department of Education, 1973), edited by W. M. Maurer, K. M. Kies and S. B. Craig, Jr. This publication reported to the field on the first year of the PaCBTE Program.

The 66 statements were selected from over 50,000 submitted from 1,400 certification programs in 83 Pennsylvania colleges and universities. In the selection the original 50,000 were reduced to 4,000 by eliminating duplicate or similar statements and statements peculiar to a teaching field. Next, the 4,000 were evaluated by over 350 teachers and teacher educators during a three day workshop in June, 1973, at Lock Haven State College. The participants selected 403 statements which were then examined by a small committee, which selected the final 66.

Caution should be exercised in any use of the *Generic 66*. These statements, although the best recommendations of a large group of people, are incomplete and are dated prior to 1972. People in the field since then have been encouraged to examine them carefully and compare their own views of teacher education with the views implied by the *Generic 66*.

What are the *Critical 29* and where did they come from? The *Critical 29* statements were identified among the *Generic 66* by 586 teachers, administrators and teacher educators as being important for the first year teacher. The educators rated the importance for a first year teacher of each one of the *Generic 66* in a survey conducted in the fall of 1973. The *Critical 29* are those statements rated important (a mean rating between 1.0 and 1.5, on a scale of 1 to 4: strongly agree with importance to strongly disagree with importance) by this large panel. The *Critical 29* are identified below among the *Generic 66* by bold-face type. The mean importance rating appears after each statement.

A principal components factor analysis of the ratings for the *Generic 66* produced three clusters of statements. These clusters appear to describe three principal competencies or competency areas:

I. The teacher designs and implements strategies which facilitate pupil learning.

II. The teacher diagnoses educational needs and prescribes appropriate instructional steps.

III. The teacher coordinates school and community features to sustain favorable learning conditions.

A full report on the origins of the *Critical 29,* the questionnaire and the statistical analysis appeared in Chapter V, "Importance of and Responsibility for the *Generic 66,*" *PaCBTE Handbook* (Harrisburg: Pennsylvania Department of Education, 1974), edited by S. B. Craig, Jr. This same questionnaire also sought opinions about the ideal location for developing each of the 66 generic teaching competencies: In the field? At the college? Or some combination of the two locations?

Generic 66 and Critical 29

Theoretical Knowledge of Educational Concepts

Philosophical and Historical Concepts

1. The teacher will demonstrate knowledge of philosophical implications in the establishment of educational program directions, priorities, and goals.
2. The teacher will evaluate instructional practices in terms of political, social, economic, and religious history of our country.

Personal Philosophy, Attributes, and Characteristics

*3. **The teacher will formulate a personal philosophy of education which is both theoretical and practical. (1.44)**

4. **The teacher will exhibit personal characterisics which reflect enthusiasm toward his/her profession. (1.13)**

Use of Information

5. The teacher will locate, acquire, organize and analyze information in a manner consistent with established standards of scholarships.
6. The teacher will demonstrate a knowledge of the technique for the analysis of an educational issue, problem, or theory.

Implementation of Theoretical Concepts and Information in the Classroom

Learning Theory

7. **The teacher will select, evaluate, and implement the most appropriate principles of learning currently available to educators. (1.44)**

Educational Research

8. The teacher will read, interpret, and evaluate research and relate the findings to teaching practice.
9. The teacher will effectively use the tools of research in curriculum planning.

Planning

10. The teacher will prepare comprehensive learning sequences and long range instruction for accomplishing specific educational objectives.
11. **The teacher will select, identify and implement classroom procedures**

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*The competency statements in boldface type are the *Critical 29*. The mean rating of importance is in parentheses at the end of each statement. A rating of 1.0 means that the rater *strongly agrees* that a first year teacher must have the competency. A rating of 2.0 means that the rater *agrees*. Ratings of 3.0 and 4.0 mean disagrees and strongly disagrees.

which are consistent with instructional objectives. (1.36)

12. **The teacher will provide alternative ways for students to satisfy objectives. (1.33)**

Teaching Methods and Techniques

13. The teacher will use methods of teaching which are defensible in terms of psychological and social learning theories.
14. **The teacher will demonstrate the application of the latest techniques, methods, and materials in their respective teaching fields. (1.50)**

Developing Students' Abilities

Developing Students' Thinking Skills

15. **The teacher will demonstrate the use of skillful questions that lead pupils to analyze, synthesize, and think critically. (1.31)**
16. The teacher will be able to tolerate and encourage divergent as well as convergent thinking in order to facilitate the functioning of the creative process.
17. The teacher will promote the development of information organizing skills, e.g. note taking, outlining, summarizing and translating by children.

Encouraging Students' Creativity

18. The teacher will guide research and creative projects that are devised by students.

Developing Basic Skills

19. **The teacher will use instructional strategies that lead students to make functional use of the basic study skills. (1.38)**
20. The teacher will select materials from various content areas where pupils apply language arts and reading skills.

Widening Students' Comprehension

21. **The teacher will demonstrate to the pupils the interrelationships among subject matter areas. (1.50)**
22. **The teacher will demonstrate the ability to communicate subject matter, including the objectives and vocabulary in concepts and words appropriate to the level of the pupil understanding. (1.22)**

Teaching Technique

Widening Students' Comprehension

23. **The teacher will employ a variety of techniques, materials, and methods which will actively involve each student in the learning situation (1.24)**

Grouping

24. **The teacher will demonstrate the ability to apply a variety of instructional patterns and grouping skills. (1.48)**

Motivational Technique

25. **The teacher will apply motivational techniques that are appropriate for the level of the pupils. (1.32)**
26. **The teacher will use feedback to modify classroom practices. (1.44)**
27. **The teacher will demonstrate the ability to direct and participate in group processes in the classroom. (1.47)**
28. The teacher will be able to identify the manner in which the peer group influences each individual in the group.
29. **The teacher will be able to establish guidelines for developing and maintaining control in the classroom, including the resolution of individual pupil problems with a minimum of disruption. (1.37)**

Use of Resources

Media

30. The teacher will demonstrate effective use of library facilities, instructional media, and other educational technology.
31. The teacher will use appropriate school and community resources as well as colleagues and paraprofessionals to facilitate optimum learning for all students.

Evaluating and Measuring Students' Progress

Use of Test Results as Feedback

32. **The teacher will use appropriate evaluative procedures as an integral part of the total learning context. (1.47)**
33. The teacher will incorporate pupil progress data from multiple assessment techniques in planning instruction.

Ethical Use of Evaluation Data

34. The teacher will demonstrate the knowledge of and commitment to ethical and professional standards regarding the acquisition, handling, and explaining of student evaluation data.

Adapting to Surroundings

35. **The teacher will adapt to varying school situations and conditions. (1.47)**
36. The teacher will adjust components of the physical environment to ensure student comfort, health, and safety and facilitate learning.
37. **The teacher will maintain an educational environment conducive to developing positive attitudes toward learning. (1.30)**

Relating to Students

38. **The teacher will demonstrate a firm commitment to the ideal that teaching implies compassion and humility with a respect for the dignity of the student regardless of the value system of the teacher. (1.40)**
39. **The teacher will evidence fairness, tact, compassion and good**

judgment in dealing with pupils. (1.16)

Knowledge of Growth and Development

Individual Differences and Needs

40. **The teacher will utilize knowledge of physical, mental, social and emotional growth and development to planning learning experiences to meet the special needs of children of various ages. (1.33)**
41. The teacher will create an awareness among students of their individual differences and have them respond accordingly.

Special Problems

42. **The teacher will be able to establish rapport with individual students and make provision for special needs of students according to their ability and background. (1.26)**
43. The teacher will identify exceptional characteristics of learners.
44. The teacher will demonstrate understanding of the limits of one's professional competencies so that other appropriate professional assistance can be utilized to the benefit of the student.
45. The teacher will discriminate between normal and deviant behavior and make referrals to the appropriate professional agency.
46. The teacher will prescribe remedial action for diagnosed learning problems.
47. **The teacher will identify the problem readers and make appropriate referrals. (1.46)**

Awareness of Cultural Diversity

48. The teacher will evaluate and take appropriate steps to clarify with statements many of the cultural biases, myths and generalizations to which they are exposed.
49. The teacher will demonstrate how one's environment and culture influences the development of attitudes toward self and others.
50. **The teacher will provide learning experiences which enable students to transfer principles and generalizations developed in school to situations outside of the school. (1.37)**

Clarifying Values

51. The teacher will assist students to clarify their values in various learning situations.
52. **The teacher will aid students in the selection of, and evaluation of their progress toward, personal goals and objectives. (1.50)**
53. **The teacher will use teaching techniques and strategies that aid students in developing a positive self-image. (1.33)**

Professional Attitude

Self-Evaluation

54. The teacher will demonstrate continuing self-evaluation through

selection and application of a variety of resources for this purpose.

Accountability

55. The teacher will apply the concept of accountability as it relates to the students, their parents and the instructional process.

56. **The teacher will exhibit a professional attitude toward assigned and non-assigned responsibilities. (1.36)**

Relating to Community

57. The teacher will demonstrate the ability to communicate effectively with members of the school community.

58. **The teacher will demonstrate an awareness of the relationship of his/her personal ethics to professional ethics and the values of the community. (1.49)**

59. The teacher will demonstrate cooperation in planning educational activities with colleagues, administrators, supervisory personnel and students.

60. The teacher will plan and participate in meetings of school and community organizations to assist in developing programs for educational change.

Knowledge of Educational System and Structure

61. The teacher will identify the agencies and agents which affect, make, and implement educational policy at the local, state, and federal levels.

Career Patterns

62. The teacher will describe the career patterns of teachers—supply and demand, economic and social status, security, benefits, responsibilities.

School Systems

63. The teacher will describe the organization of administrative, instructional, and service units in designated school systems.

64. The teacher will be aware of the problems and advantages of teacher negotiations as they reflect emerging change in the relationship between teachers and the administrative hierarchy in education.

School Law

65. The teacher will be able to locate school laws and identify those provisions and legislations essential to the rights, responsibilities and liabilities of teachers, staff, students, and the school as an institution.

School Finance

66. The teacher will describe essential components of school finance at the local, state, and federal levels.

Appendix B

Generic 22

The *Generic 22* competencies were written in 1974 by PaCBE consultants Matthew H. Bruce, Barbara Burkhouse and George Morrison with assistance from PaCBE consultants Paul E. Bell and Marilyn A. Selfridge. These five persons were invited by the Pennsylvania Department of Education to examine the *Generic 66* and related statistical analyses (see Appendix A) to see if the list represented a concept of teaching and could be simplified further. The result—a complete rewriting of the *Generic 66* into 22 statements which describe a teacher who approaches teaching from theoretical convictions and personalizes instruction for each student. The authors also identified six attributes of a successful teacher (enthusiastic, flexible, open, ethical, responsible and warm/caring) and called for professional literacy and awareness of the total human condition.

The *Generic 22* list was printed originally in Chapter I, "Revised Inventory of Generic Teaching Competencies (*Generic 22*)," *PaCBTE Handbook* (Harrisburg: Pennsylvania Department of Education, 1974), edited by S. B. Craig, Jr. As with the *Generic 66* and *Critical 29*, the *Generic 22* is not an official department list. These statements are presented for examination and discussion purposes. Be careful that you do not confuse the *Generic 22* with the 22 skill and ability statements presented in Chapter XIV, "First Year Teacher Survey."

Generic 22

I. The teacher will develop a position statement to serve as a basis for instructional goal setting and planning. (new)**
  - A. The teacher will develop a set of convictions about the educational process which he/she can defend on the basis of theory. (3)**
    - R1* 1. The teacher will analyze educational issues and theories. (6)
    - R2 2. The teacher will analyze the degree of congruence of his/her values with those of the community and the profession. (58)
    - R3 3. The teacher will analyze the consistency of educational goals with his/her statement of convictions. (1)
    - R4 4. The teacher will analyze educational practices for their consistency with his/her set of convictions. (2)
    - R5 5. The teacher will evaluate and relate to teaching the results of research. (8)
  - R6 B. The teacher will develop educational goals. (new)
  - R7 C. The teacher will plan and implement an instructional program. (new)

II. The teacher will personalize the teaching/learning process. (new)
  - A. The teacher will demonstrate respect for students. (38)
    - R8 1. The teacher will provide for student awareness of and respect for individual and cultural differences. (41)
    - R9 2. The teacher will utilize value clarification techniques. (51)
    - R10 3. The teacher will assess and utilize the unique characteristics of learners. (43)
    - R11 4. The teacher will promote development of a healthy self-image in students. (53)
  - B. The teacher will understand and promote the natural development of individual differences among children. (new)
    - R12 1. The teacher will diagnose pupil needs and prescribe appropriate actions. (46)
    - R13 2. The teacher will design instruction consistent with student achievement levels and learning styles. (22)
    - R14 3. The teacher will evaluate teaching styles and instructional strategies. (new)

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*These are newly assigned reference numbers and are not related to the *Generic 66* reference numbers.

**The numbers in the parentheses refer to the particular *Generic 66* from which the statement evolved. New statements, not identified with one of the *Generic 66*, are so indicated.

C. The teacher will create and maintain a physical and emotional environment which facilitates learning as a worthwhile activity. (36)

R15 1. The teacher will create an environment which promotes inquiry and process skills. (17)

R16 2. The teacher will create an environment which supports the creative processes. (16)

R17 3. The teacher will create an environment which maximizes the learning potential existing between the school and the community and the world. (50)

D. The teacher will select and utilize varied strategies to actively involve students in effecting instructional objectives. (11)

R18 1. The teacher will aid students in the selection, evaluation, and achievement of personal goals and objectives. (52)

R19 2. The teacher will provide for students alternative procedures for meeting instructional objectives. (12)

R20 3. The teacher will select and utilize a variety of materials and resources to meet instructional objectives. (20)

R21 E. The teacher will use skills necessary for effective interaction with individuals and groups. (27, 57, 59)

R22 III. The teacher will demonstrate the ability to speak and to write clearly the English language. (new)

Appendix C
PaCBE Consultant Group

The PaCBE Consultant Group has been assembled by the Pennsylvania Department of Education to provide resource persons or competency-based education (CBE) activities across the Commonwealth. Each consultant has undergone an intensive training especially designed for the group and its intended services. Although coordinated and compensated by the department when working on funded projects, the consultants express their own professional positions. They share a concern for competency-based approaches to education and are aware of the department's approach in exploring CBE's potential.

The consultants are grouped in this directory by eastern, central and western geographical regions. Institutions desiring the services of a consultant to implement project grants should make all arrangements directly with him or her, including payment of the honorarium ($100/day) and expenses. Please feel free to discuss your selection of a consultant with PaCBTE Program Coordinator Sam B. Craig, Jr. (717-787-3470) in order to achieve the best possible match between a project's needs and a consultant's interests. Ordinarily, subject matter expertise should not be a selection criterion. The consultants are best viewed as generalists with abilities in group facilitation and competency-based education.

In addition to the consultants, Division of Teacher Education staff members are available to advise on CBE matters as part of department services. This consultation is possible to the extent that time and schedules permit.

A list of CBTE local coordinators follows the consultant list. Although not part of the PaCBE Consultant Group, these persons have participated in some of the same training as the consultants have and are providing leadership for CBTE program development on their own campuses.

Eastern Pennsylvania

Bruce, Matthew H.
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Associate Professor of Education and Chairperson (Elementary and Science Education and Foundations of Education), Marywood College, Scranton, Pennsylvania 18509. (717-343-6521 x 277)

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Garberina, James F.
Reading Specialist, Philadelphia City Schools, Knights and Fairdale Roads, Philadelphia, Pennsylvania 19114. (215-637-2200)

Ginn, Diane
Teacher of Kindergarten, Chester-Upland School District, Columbus School, 10th and Fulton Streets, Chester, Pennsylvania 19013. (215-874-4271)

Johnson, Florence H., Dev.
Professor of Education (Elementary Education and Educational Administration), Cheyney State College, Cheyney, Pennsylvania 19319. (215-399-6880)

Loftus, James J.
Teacher of English and Social Studies, Scranton City Schools, 1200 Luzerne Street, Scranton, Pennsylvania 18504. (717-343-4488)

Schantz, Betty B.
Professor of Early Childhood and Elementary Education, Temple University, Ritter Hall—#427, Philadelphia, Pennsylvania 19129. (215-787-8488)

Thomas, Judith A. W.
Associate Professor of Education, Amos Hall, B2, Lincoln University, Lincoln University, Pennsylvania 19352. (215-932-8300 x 260)

Womack, Herbert H.
Dean of Education, Cheyney State College, Cheyney, Pennsylvania 19319. (215-399-6880)

Yoas, Stephen E.
Professor of Education (Secondary Education) and Director of Student Teaching and Pre-Professional Experiences, Cheyney State College, Cheyney, Pennsylvania 19319. (215-399-6880 x 403)

Ziegler, Carlos R.
Professor of Elementary Education, West Chester State College, West Chester, Pennsylvania 19380. (215-436-2282)

Central Pennsylvania

Beals, Paul E.
Professor of Elementary Education, Shippensburg State College, Shippensburg, Pennsylvania 17257. (717-532-9121)

Bell, Paul E.
Associate Professor of Education (Science Education), The Pennsylvania State University, College of Education, 169 Chambers Building, University Park, Pennsylvania 16802. (814-865-2161)

Bryden, James D.
Professor (Speech and Language Pathology) and Chairperson, Department of Communication Disorders, Bloomsburg State College, Bloomsburg, Pennsylvania 17815. (717-389-2217)

Jeffers, Carol
Elementary School Teacher, South Tioga School District, Mansfield, Pennsylvania 16933. (717-662-2181)

Kocher, Frank R.
Teacher of Secondary Mathematics, Northern Lebanon School District, Fredericksburg, Pennsylvania 17038. (717-865-2117)

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